

THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on another page.

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"My Educational Creed."*

Henry Sabin,

STATE SUPERINTENDENT OF EDUCATION,
DES MOINES, IOWA.

I believe the greatest thing in the world is a little child. We must respect his individuality, and must teach him in accordance with his legitimate rights. But we must be careful about this matter. There must be proper rules and regulations, and we must not carry the individuality idea beyond its proper limit.

The teacher must have proper freedom in working out his plans. This is not to be stretched into insubordination; and she must not fall into the error of thinking her mere whim is her best judgment. She must have some knowledge, good judgment, and work out her own salvation.

Whatever cultivates the finer sense should not be excluded from our schools. We have a new word—fad. What is a fad? I don't know. I don't suppose any one here can tell. Some say one thing; some another thing. We need the fundamental branches, and we need music and manual training. All these things help. And it should be seen to that the rooms are pleasant.

I believe that crowding the curriculum is injurious; many high school courses need careful pruning. There is a great tendency to overcrowd the common school courses. We cannot crowd in many more things, and carry what we have already. The children are getting a little of everything, and not enough of things most needed in many instances.

I believe it is wicked to ask high school children to carry studies that tax the energies of grown people. I believe three studies is about all that can be properly carried, and I do not believe study at home should be practiced.

We must train the moral side of the children, for if we blot out the name of the Deity from our schools, we have struck their deathblow, I believe, and besides have forever wronged the pupils.

I believe that to hold up before the pupil a high examination percentage as an incentive is vicious, and the whole marking system is a relic of the past, as generally practiced, and I hope to see it forever obliterated. A

* Summary of an address before the Southwestern Iowa Educational Association at Council Bluffs.

child should be taught to study from worthy motives, because the learning is fitting him for life. Knowledge is not power; applied knowledge only is valuable. And as soon as the boy sees the use of knowledge he studies from a worthy motive.

I believe a child cannot be crammed with knowledge without stunting his growth, and most of our short cuts are misleading.

I believe it is as bad to overwork the teachers as to cram the child.

I believe co-relation and all these things dear to the philosopher are good, but they should state what they mean in English, so that it would be readily understood by all.

I believe in child study; that the teacher should know, as far as possible, the child under her care. Johnnie agonizes over his work, and Mary does hers easily. Mary is praised, and Johnnie blamed. Do not ever let this happen again.



HENRY SABIN, State Superintendent of Education, Des Moines, Iowa.

Parents have their work to do. They cannot shuffle their responsibility on the schools. This is one of the evils of our school system.

I believe in the high schools. I believe the way should be provided for the poorest to receive the best education he is fitted for.

I believe in American schools for American children, and not in imported notions poorer than our own. I believe in manual training schools that shall teach matters of practical utility.

I believe in the consolidation of smaller schools with larger ones.

I believe that teachers should be specially trained,

and should have at least a year in a training school before beginning their work.

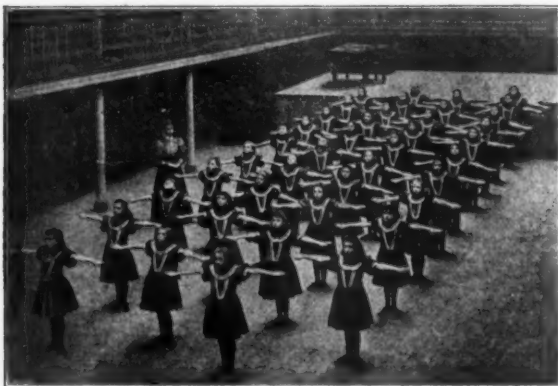
I believe school should be held in no room that is not properly lighted, heated, and ventilated.

I believe in authority, responsibility, obedience, common sense, conscience. You must do what is right. We must not let authority give way to sentimentality. You must have obedience, or your school cannot be successful. My friends, this world is not our rest. There is another. In it shall come our rest and reward.

Harry Fabri

Swimming Lessons in School.

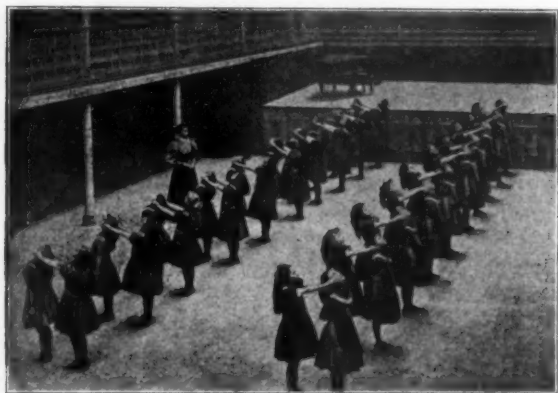
The attempt is being made by those who control the London board of schools to teach swimming without the aid of water. An interesting feature of a late exhibition of physical exercises in Albert hall was a swimming drill. The little public school girls enjoy this kind of work, and they soon become movement perfect, obeying each command with unfailing precision.



Breast Swimming: Arm Movements.

Their costumes are quite like bathing suits, with loose, short-sleeved jerseys, and small, full skirts that leave plenty of room for arms and legs.

As a matter of fact, swimming is not easy to acquire, and it necessitates as much practice as any other branch of physical culture. Confidence, is, to be sure, all important; but confi-



A Method of Carrying an Insensible Person in the Water.

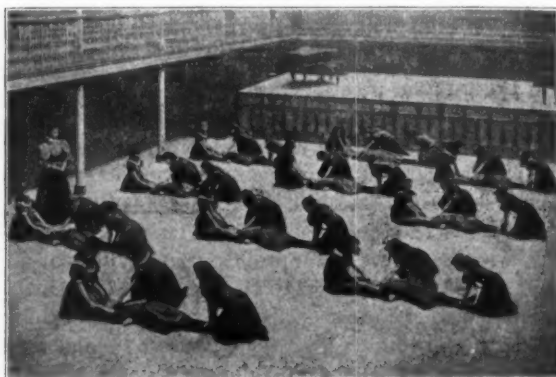
dence must be combined with a correct knowledge of the movements necessary to floating with the head above water, and the

swimming stroke should be clearly explained, that the learner may know the various motions required to make a good swimmer.



Release Drill: Showing how to Free One's self if clutched around the neck.

The children are taught the necessary leg movements, followed by those of the arms. When fairly proficient in these



Resuscitation of the Apparently Drowned: First Position, Inducing Artificial Respiration.

they practice the combined movements, which give every pupil a general idea of what should be done when in the water.

The swimming drill is often followed by a practical demonstration of the best means of saving life. There is a right way as well as a wrong way to rescue the drowning, and during the summer months many lives are sacrificed through ignorance of this method. The children are taught the correct way of carrying an insensible or exhausted companion in the water, and they are shown how a person can free himself if clutched about the neck by one who is drowning

In Honor of the Late General Walker.

Boston, Mass.—At a special memorial meeting, in honor of the late Gen. F. A. Walker, Carroll D. Wright concluded his eulogy, in part, as follows:

"How can I sum up the life of Gen. Walker? His works, his service as a public officer, his devoted life as an educator, his brilliant career as a soldier,—all these appeal to one; and yet they in themselves, taken all together, making, as they do, a magnificent monument to his memory, planned, erected, completed by himself, do not fully answer the question. One must have known him personally, have known his devoted adherence to principle, have realized and felt his courageous action at all times, in order to completely appreciate and understand him. His work will and must live on, as must the work of every good and great man. It cannot perish. His influence over the youth of this country, over the great body of his students, is immortal, and whether we erect tombs, or write epitaphs, he needs nothing to establish his place in the hearts of a grateful people. We may not call him the greatest man that ever lived; we may not call him the greatest man of our own day; but he certainly deserves a place in the very front ranks of the great men who have served well and faithfully their kind."

School Law.

In this department THE SCHOOL JOURNAL publishes monthly abstracts of important legal decisions on questions of especial interest to schools and school officers.

Recent Legal Decisions Pertaining to Schools and School Property.

Schools and School Districts.

SCHOOL DIRECTORS—ELECTIONS—RETURNS—ORGANIZATION—TWO WARRANTS.

In an action to test the right of the respondents to act as a school director, president, secretary, and treasurer of the school board of a said district, respectively,

Held. 1. That one nominated and voted for the office of school director for the term of two years cannot thereby be elected to the office; the order of court being for the election of a director for the term of one year, and another for the term of three years.

2. Omission of other parts of the returns of an election to show the terms of office for which the candidate was voted for is to be supplied by the tally-lists showing the terms.

3. In the organization of a school board (the law simply prescribes that the members shall meet at a certain time, and organize by election of president, secretary, and treasurer), the members holding over, with the newly-elected members whose election is not disputed, should temporarily organize and then pass on the *prima facie* qualification of the members; and this cannot be done by less than a quorum of those entitled to participate therein.

4. Members of a school board, as such, may maintain *quo warrants* to test the right of a certain person to act as a member of the board, and the right of other members of the board to act as officers thereof.

Commonwealth exrel McAndrews et al vs. Fletcher et al Pa. S. C., Mch. 22, 1897.

NOTE.—The board in this case consisted of nine members. When it attempted to organize one of the member's election was disputed. The board stood four to four and no quorum could be mustered to either elect officers or pass upon the eligibility of the disputed member. Two boards were then organized and the court resorted to determine which was the legal body. Judgment of ouster was issued against the director claiming the *prima facie* right and the board directed to recognize the director having certificate of election from clerk of the court.

OFFICER—SUPERINTENDENT OF PUBLIC INSTRUCTION—QUALIFICATIONS—CERTIFICATE.

This was an action to compel respondent to deliver up to the petitioner the books and papers, and turn over to him the office of county superintendent, claiming to have been duly elected thereto. Respondent replied that no person had been elected to succeed her; that the relator was not qualified, as required by law to hold the office; that at the date of the election he held no certificate of the first grade, and, in consequence, was not entitled to the office. On appeal from a judgment for respondent it is

Held. 1. Under section 5 of the organic act of this territory the legislature has the power and authority to prescribe the qualifications for holding office.

2. The provisions found in sec. 9, art. 1, c., 73, relating to schools in general in its application, and applies alike to those elected as well as appointed to the office of county superintendent of public instruction.

3. When the evidence clearly shows that a person is not the holder of a first grade certificate by reason of not possessing the qualifications required under the law as shown by a public examination, to entitle a person to hold such certificate, will not be placed in possession of the office of county superintendent of public instruction if the examination papers as returned by such person, when examined for the certificate, clearly shows him that he is not entitled to receive a first grade certificate.

Territory ex rel Bray, etc., vs. Olive Subblefield, Oklahoma, S. C., Feb. 12, 1897.

SCHOOL DISTRICTS—MUNICIPAL CORPORATIONS—ANNEXATION.

1. The board of education of a city of the first class has authority, upon application to it by a majority of the electors of the adjacent territory, to attend such territory to the city for school purposes.

2. Where a petition signed by persons who state that they are electors of the territory adjacent to a city is presented to a board of education of a city to have such adjacent territory attached to the city for school purposes, and the board acts upon it favorably, and orders the territory attached to the city for school purposes, and an entry thereof made in the journal of the board, the law presumes that the order was made regularly, and made it only upon its being ascertained that the petition was signed by a majority of the electors of such adjacent territory; and thus presumption stands until overcome by proof.

3. When territory adjacent to a city of the first class has been duly attached to such a city for school purposes the county superintendent has no power to detach such territory, and attach it to another district, and if he attempts to do so he may be enjoined from so doing by the board of education of the city district.

Board of Education of the City of Pond Creek vs. Boyer, County Supt., Oklahoma, S. C., Feb. 12, 1897.

Schools.

REASONABLE REGULATIONS—RIGHTS OF PARENTS—CONTRACT.

The plaintiff placed her daughter as a pupil in the boarding-school of the defendant corporation, under a contract to leave her there to be boarded, instructed, and cared for through the school year. At the end of six weeks, on Saturday, the plaintiff asked that her daughter be permitted to spend the following Sunday and Monday with her, away from the school. Up to this time her daughter had already been allowed, on application to the perceptress, to spend three Sundays with her mother since entering the school, and the mother's request on this occasion was denied. She insisted, took her daughter away. Thereupon the defendant refused to allow the daughter to remain after her return, unless the plaintiff would accept the defendant's construction of the contract, which was that the officers of the school had absolute discretion to determine when a pupil should be permitted to be absent. The plaintiff refused this construction; took her daughter away, and sued for the return of tuition and board money. On appeal,

Held. that where a mother placed her daughter in defendant's school, agreeing to be bound by the conditions of the catalogue, which provided that scholars should not be absent from school except at regular recesses, defendant was not bound to allow plaintiff's daughter to remain in the school unless with the understanding that she should not be absent during term time without permission of the officers thereof.

Curry vs. Lasalle Seminary Co., Mass., S. J. C., March 25, 1897.

NOTE.—The principle involved in this decision is important. Frequent going home to spend a few days is not compatible with good scholarship. It is the duty of every pupil who attends a public or private school to obey all reasonable rules and regulations thereof. A parent has no right to insist on the wilful disregard of such reasonable rules, (see Sherman vs. Inhabitants, 8 Cush. 160; Spiller vs. Inhabitants, 12 Allen 127; Russell vs. Inhabitants, 116 Mass. 363).

Regulations requiring constancy in attendance from the scholars have often been held to be reasonable, and the desire of the parent frequently to keep his child at home must yield to the interest of all the other scholars in the school of which the child is a member. (See, Ferriter vs. Tyler 48 Vt., 444; Burdock vs. Babcock, 31 Iowa 562; North vs. Board, 137 Ill., 296.)

If this is impliedly true of one attending school it is clearly so of one having entered into an express contract, as was the case in the case above.

Township.

POWERS OF TRUSTEES—PURCHASE OF BOOKS.

1. A township trustee cannot bind his school township beyond the scope of his statutory powers.

2. All persons who deal with a township trustee are charged with notice that he cannot bind the school township by any acts that are not expressly or impliedly authorized by statute.

3. A township trustee is not the sole judge of what are suitable apparatus and appliances for the schools of his township, and has no authority to bind his township to pay for "reading circle" books purchased for the use of its schools. Neither can any liability for "reading circle" books so purchased by him be enforced against the township either in an action upon a warrant given in payment for them or upon the *quantum meruit*.

First National Bank *vs.* Adams School Township. Ind. App. C., April 6, 1897.

NOTE.—On the same day the same court held in another and similar case against the same township that the assignee of a warrant issued by the township trustee in payment for such books is chargeable with notice that the trustee had no power to make the purchase nor bind the township to pay for them.

These decisions are calculated to greatly cripple the State Teacher's Reading Circle in Indiana. The directors, however, have decided to go ahead with the work as the court held that trustees might purchase one book of a kind, and the directors believe they can get along well by placing one book of a kind in each school.

SCHOOL TOWNSHIP NOTES—ATTORNEY'S FEES.

In an action to determine the question whether a township which has executed a promissory note, in the usual form, providing for attorney's fees for a valid debt which the township had a right to incur, can be held liable in case the note is not paid at maturity, upon the agreement to pay attorney's fees.

Held, that township trustee has a right to give the township's note for a debt which has been lawfully contracted for things needed by the township, but that its mere execution of such note does not bind the township, unless needed supplies are actually furnished. The execution of the note does not preclude the school township from proving the actual and true value of the property purchased. Moreover, the law does not expressly give a trustee the authority to enter into a contract of indemnity (in the form of a contract to pay attorney's fees) for the enforcement of a note, and no such power should be inferred, as trustees are not compelled to purchase supplies for which the township is unable to pay.

Snoddy *vs.* Wabash School Township. Ind. S. C., April 6, 1897.

Taxation.

SCHOOL TAX—LEVY—APPROVAL BY COUNCIL—MANDAMUS.

1. A levy of a tax for the support of the schools of a city of the first class is within the discretion of the school board.

2. When such levy shall be approved by the city council and certified by the clerk of the board to the county clerk, the same shall be collected as other taxes.

3. A provision of the law requiring the city council to approve the levy is mandatory, and gives the city council no discretion to determine from any cause that the tax is too high, and to reduce the amount of the levy.

4. It is no defense to an action in mandamus, to compel the city council to approve such levy made by the board of education of a city that the levy is in excess of the needs of the board of education for school purposes; or on the ground that the population was fraudulently exaggerated for the purpose of drawing an amount in excess of what the school district would be entitled to, or that the tax would be burdensome.

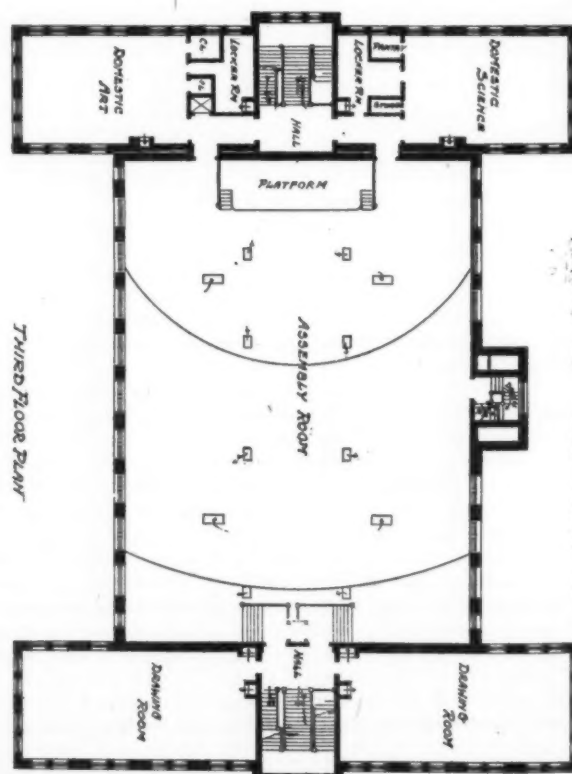
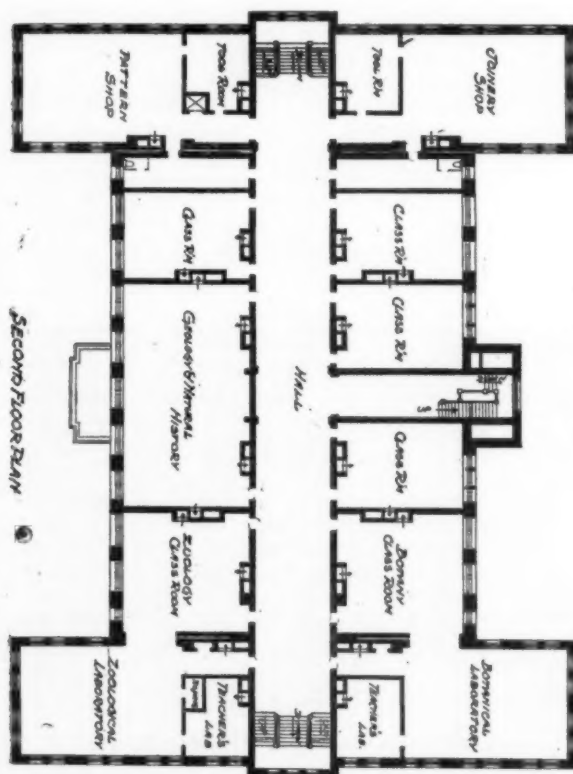
5. Where a legislature has vested the power in a school board to make a tax levy within the limits imposed, the school board must answer to the taxpayers, or some one injured, and not to the city council, for the manner in which it has exercised the authority vested in it. Thus the city council can be compelled to approve the levy.

Board of Education *etc.*, *vs.* Mayor and City Council, *etc.* Oklahoma, S. C., Feb. 12, 1897.

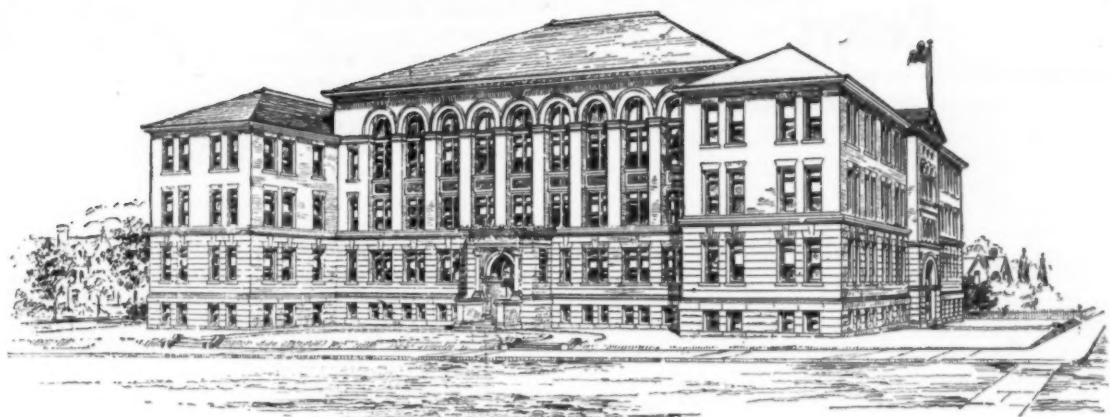
SCHOOL TAX NOT DISTINCT—MAY BE JOINED.

Where a school tax was assessed at the same time, by the same board of assessors, and was committed to the same collector, and in the same warrant as that of state, county, and city taxes, in a collector's suit for taxes assessed against defendant for all the various purposes stated, a school district tax is not distinct, but may be joined and collected along with the town, county, and state taxes.

Mason *vs.* Belfast Hotel Co., *et al* Me. S. J. C., Mch. 24, 1897.



Manual Training High School, Kansas City.



Manual Training High School, Kansas City, Mo.

Compulsory Ventilation Laws.

A bill is before the New York legislature which provides for the proper sanitary condition and ventilation of public school buildings.

One clause provides for the ventilation of every public building and school-house hereafter erected, in such a manner that the amount of foul or vitiated air exhausted or removed shall be effected by methods positive and independent of atmospheric changes, and shall not be less than twenty cubic feet per minute for each person that the building can accommodate.

In buildings erected prior to this act, where sanitary conditions do not meet its requirements, the board of health has power to enforce it. A public official failing to comply with the law is liable to be fined a sum not exceeding \$100.

Those who are in a position to know, think that the act will not be passed. So far as school buildings are concerned the consolidated school law covers every principle sought to be covered by the compulsory ventilation law, except, perhaps, the special charter of cities. It is feared that this bill really means the possible sale of a patented article.

Arbor Day.

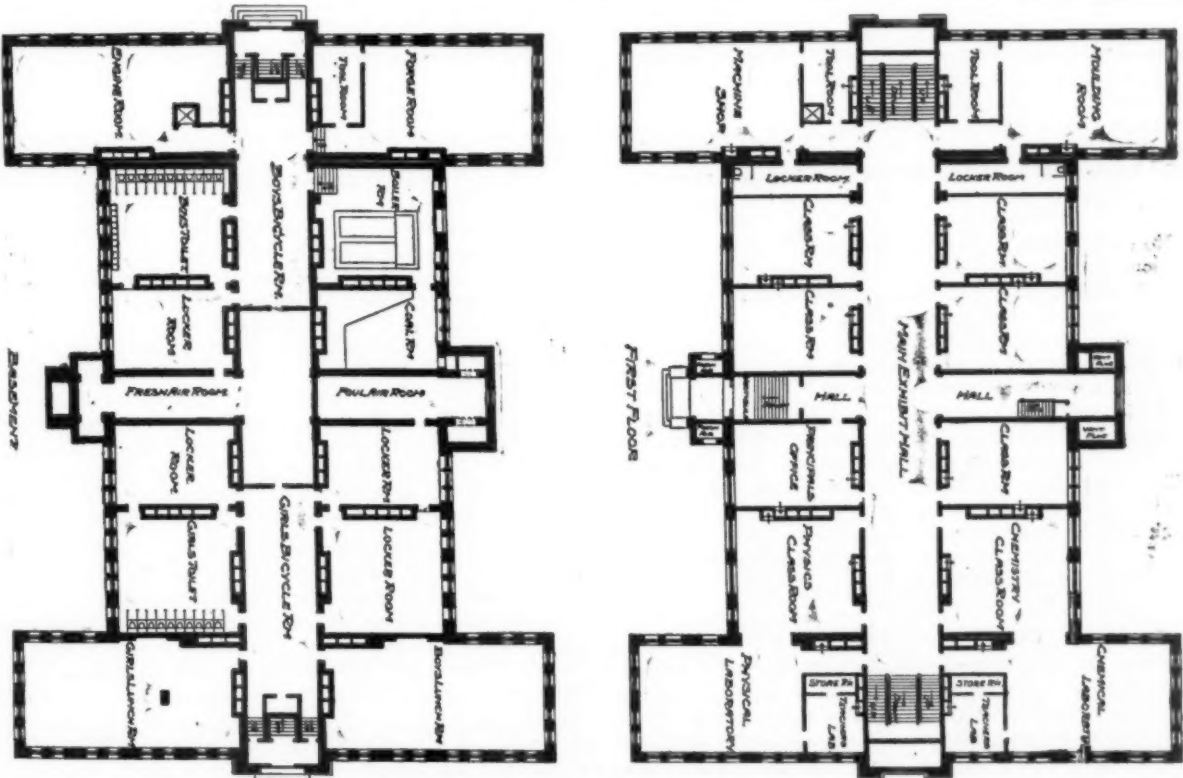
State Supt. Sabin, of Iowa, says in his proclamation for Arbor day: "The care and ornamentation of the school grounds demands more attention than at present it receives. Children

should be taught to care for trees and shrubs, as a necessary part of their education. They may easily be taught to observe the habits of birds, and to distinguish them by their plumage and their song.

"Do all you can to cultivate and increase in the children a love of nature, of birds, and flowers, and trees, and you will find your recompense in having your pupils interested in their work, obedient, and cheerful, and in the more rapid progress they will make in their studies."

Manual Training High School.

The manual training high school at Kansas City, Mo., consists of a main or central part, and two wings. The central part, which is the academic portion, contains sixteen class rooms; a large assembly hall, with a capacity for seating 1,200; a large natural history and cabinet room and an office. The right wing contains the science departments, and contains all the laboratories, drawing and art rooms. In the left wing are all the shops, sewing-room, and cooking laboratory. The basement contains the boilers, engine and dynamo rooms; closets and lockers for individual belongings of pupils. The building will be heated by steam, and ventilated mechanically by a combination of the vacuum and plenum movements. The fresh air is taken in from an elevated and pure source above the front entrance, about twenty feet from the ground.



Manual Training High School, Kansas City, Mo.

Letters.

Parasitic Diseases in Schools.

A great deal of good has been accomplished by the appointment of sanitary inspectors for public schools, especially as regards the prevention of ringworm and favus of the scalp; and children suffering from these vegetable parasitic affections are now separated from their healthy companions. This step was long hoped for, and was absolutely necessary, in order to check the progress of these contagious diseases and prevent epidemics. If we could be assured that these children, after being dismissed from school, would receive proper medical treatment, and might soon return, thoroughly cured, no further action in this matter would be necessary; but, owing to the peculiar nature of these diseases, rapid and certain cures are rather the exception than the rule. Most medical writers, who have made this subject a special study, agree upon this point; and, judging from my own experience in my five years' service as visiting dermatologist at Randall's island infants' hospitals, I am fully convinced of the correctness of the former statement.

After all external symptoms have disappeared, and the child is apparently well again, it is absolutely necessary that it should continue under the observation of a physician, until repeated microscopical examinations of the hair have conclusively proved the absence of the fungi, which are the cause of these affections. (*Trichophyton Tonsurans* and *Acchorion Schoenleinii*.)

The difficulty which arises after the children so afflicted are dismissed from school is of a very serious nature. These children are not admitted into hospitals, because their disease is purely local, and in no way endangers the general state of their health. At the various dispensaries of this city they rarely meet with a physician who has either the time or inclination to give them systematic treatment and make microscopical examinations. In the meantime they run about and receive no instruction, and, possibly, are not properly cared for. They cannot be permitted to go back to school under existing conditions of the case, because the danger of infection may not be eradicated. But is it wise and just to deprive them, even temporarily, of the benefit of our public schools, and thus imperil their future career? Something must be done to remedy this evil, and I take the liberty of making the following suggestion, hoping that it will meet with approval of men who are active and prominent in educational circles, and who will appreciate the need of a plan of this kind.

One or more special school buildings should be appropriated for the exclusive use of children affected with vegetable parasitic diseases. Here they could continue their studies uninterruptedly, and could be more easily inspected at regular intervals.

No child should be permitted to return to its former school without a certificate showing a complete cure. A somewhat similar method was adopted in France and England some years ago, and proved very beneficial. Why should not we, who are so proud of the liberal educational advantages offered to our citizens, likewise protect these little sufferers, as regards their spiritual as well as their bodily welfare?

I advocated this plan some time since, and am prompted to renew my plea, thinking that the proper time for action has arrived. My motives are purely philanthropic, and I trust you will give this letter space in your valuable *School Journal*, where it will attract proper attention, and may lead to a full and thorough consideration of the proposed plan.

Fred J. Leviser, M. D.

Hoffman Arms, 640 Madison Avenue, New York City.

Intermedial Penmanship.

Ninety per cent. of the writers in counting houses and insurance offices write with pivotal action of the arm, and the writing is slanted, in a majority of cases, to between 70 and 80 degrees from the perpendicular. Intermedial script is written by the great majority, because it is the natural way to write; it is done in obedience to natural law.

Believing that a departure from the arbitrary slant of 52 degrees will be the final outcome of the agitation begun with the last few years, the writer started, some months since, to teach round hand letters without shade. The results have been most satisfactory; copies were written on the blackboard on the intermedial slant, with full, round turns given to the letters, and with short capitals and loops. The matter of slant is not mentioned, but it regulates itself.

Pupils sit squarely in front of the desk with the paper's edge kept parallel to the front edge of the desk. The position of body and arm determines the slant. Among hundreds of pupils not one has been found writing a vertical style. As fullness of turns is what gives legibility to writing, this is the only point emphasized. The writing is done by swinging the hand, not by dragging it along. If children are taught that legibility is the only object, the result will be one-sided culture. They must be fitted to compete with rapid writers as well. This involves muscular action of the arm and pivotal movement from the elbow.

If the round hand, unshaded script with proper position of body and paper, is taught, the slant will regulate itself. A large proportion of superintendents and teachers will welcome intermedial penmanship, which is the rational solution of the writing problem in the public schools.

Lyman D. Smith.

Hartford, Conn.

Current Copies.

The grand tomb of Gen. Grant at Riverside park, New York city, was dedicated April 27, the seventy-fifth anniversary of the great commander's birth. The land parade consisted of a large detachment from the regular army, sailors, the West Point cadets, militia from many states, the Grand Army of the Republic—nearly 60,000 men. A score or so of governors took part in the ceremonies. In the parade on the river were the ships of the North Atlantic squadron; representative ships of Great Britain, France, Italy, and Spain and many merchant and other vessels. Pres. McKinley reviewed the procession at the tomb. Addresses were made by the president and Gen. Horace Porter, and Mayor Strong received the monument on behalf of the city. It was truly a national gathering; the Confederate veterans, many of whom were present, paid as sincere a tribute to Grant as did the members of the G. A. R.

A great change has taken place in the war between Turkey and Greece during the past few days. At the close of the first week's terrific fighting the advantage apparently lay with Greece, for the progress of the Turks had been checked, and they had even been obliged partially to retrace their steps, while the Greeks had carried the war vigorously into the Turkish provinces of Epirus and Macedonia. Then the Turks advanced upon Larissa, and the Greeks abandoned the town with scarcely an attempt to defend it. The Turks were surprised at this easy victory. The explanation is given, that the Greek leaders believed they were about to have their communications cut off, and thought it wise to fall back on their next base at Pharsala. However, Crown Prince Constantine, King George, and the cabinet were greatly blamed by the unreasonable populace that had urged them on to war, and they even proposed the establishment of a republic. The war, however, is not yet over. More Greek troops have been sent to Epirus. Salonica is threatened by the Greek fleet, while the Turkish commander is moving on Volo and Trikkala.

It is certain that the powers will not allow a war of conquest to be waged against Greece. M. Hanataux, the French foreign minister, declares that the republic will interfere to save Greece if the sultan does not hold out the olive branch. Greece is reported to have said that no interference by the powers is wanted; however, they will intervene if they see Greece is in danger of being crushed.

An international art exhibition was opened at Venice, April 28. The crown prince and princess, cabinet ministers, and others, arrived at the exhibition in the state barge. There are many American exhibitors.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MAY 1, 1897.

This issue of *The School Journal* will reach subscribers unusually late. The delay cannot be avoided, as the paper is a very large one, containing 36 pages more than the ordinary weekly issue.

The success of the plan of choosing a school board, recently inaugurated in Milwaukee, will be watched with interest by all who are interested in problems of school organization. The mayor names four electors, whose duty it is to select a board of twenty-one members. Whether this is an improvement on the more generally followed plan of placing the appointment of the board in the hands of the mayor and then holding him responsible for the exercise of this power, remains to be seen.

One point seems to be practically settled, and that is that boards appointed by the mayor are of a higher character, as a rule, than those selected by popular vote. There are several reasons for this: Firstly, citizens who would make most desirable school commissioners are usually averse to allowing their names to be dragged into the excitement of a campaign, while they would gladly accept an appointment offered to them by the mayor. Secondly, the responsibility for the character of the board is vested in a person who must answer for it to the people. Thirdly, the consciousness of the greatness of the powers placed in the hands of the mayor will make the citizens more cautious to cast their votes for a man whom they know to be worthy of the trust.

About a month ago *The School Journal* printed an item referring to the passage of the law in Maine providing for a plan of examination and certification of teachers. The correspondent who sent the information, although usually very careful, evidently misunderstood the character and purpose of the bill, and *The School Journal* editor was led to commend a measure which was not at all in accordance with the sentiments which it has expressed for years. Fortunately the bill did not pass. *The School Journal* believes in the main in the New York state plan, of giving to teachers graded certificates, with the opportunity for securing state certificates, good for life, without re-examination, but it would like to have the state go one step further: A life diploma should be recognized by every board of education in the state as *prima facie* evidence of the holder's professional fitness.

Several important announcements concerning the program of the summer convention of the National Educational Association, at Milwaukee, will be published in *The School Journal* next week. They were received too late for insertion in this issue.

Reduction of Salaries.

The question of reducing the salaries of the teachers in the public schools is being considered by many of the school boards. There is no place where retrenchment would bring about such disastrous results as in the public school system. Too much time and money have been spent in bringing the schools to their present state of perfection to permit of impairment by the narrow policy of salary reduction. Action of this kind would tend to force the better class of teachers into other callings, and would fill the school-rooms with incompetent instructors.

A Legislative Attack on Pi.

A bill was recently introduced into the Indiana legislature which provides that the ratio between the diameter and the circumference of a circle be changed from 3,1416 to 3.2.

The bill might perchance have been passed, had not some evil-minded cynic, who wished the future generations of Indiana youths and maidens to suffer the miseries of her students in the past, objected that no law could change the facts. This is certainly a mournful subject for contemplation. If only the mathematical calculations involving that fixed ratio could be shortened by the change of a fraction, how many bitter hours now spent by the college and academic youth in solving the mysteries involved in pi, might be devoted to athletic sports. If only that objection had never been made the path over the gridion, or by a home run, might have led direct to the fountain of knowledge.

Effect of Alcohol.

A series of experiments as to the effects of alcohol, as made by C. F. Hodge, was recently reported to the American Physiological Society. Moderate doses of alcohol were given to two of four kittens, and at the end of ten days they contracted colds, while the others were in good condition. They attained only 39 and 63 per cent. of the weight of the non-alcoholic pair. Of two pairs of spaniels, the alcoholic pair weighed less, and developed only 71 and 57 per cent. of the activity of the other pair, as shown by the pedometer.

The Marathon Race.*

By Edward Payson Jackson.

(Copyrighted Silver, Burdett & Company.)

See him, like young Apollo,
Graceful and tall, stalwart and brown,
As blushing he bows before the king!
How eager Grecian eyes follow
His steps the pathway down;
Swiftly he runs, and loud the *Zitos* ring!

See, now, the young Apollo,
Breathless and faint, dusty and brown,
As manfully he marches to the king!
Oh, swift he sped, as the swallow,
And now the olive crown
Rests on his brow, while loud the *Zitos* ring!

Prouder by far, O Hellas,
Greener the wreath won in the field,
Where heroes of thy Marathon to-day
Shall fight for freedom, as well as
Of old, nor never yield,
Tho' they should meet as countless an array!

CHORUS.

(Melody: Chorus of Touador Song, Carmen)

Zito! the cry,
May glory shine upon Greece!
Zito! for thee, King George, the valiant!
Zito! for Greece!
Far and wide speed the story,
With tid al wave's increase, of thy brave deeds,
And let all freemen sing,
To all men, peace!
Success to Greece, and to her king!

* The words of this song are so much in touch with the prevailing sentiment for Greece at this time, that we print it here from advance sheets of "The Beacon Series of Vocal Selections," No. 99, by kind permission of the publishers, Messrs. Silver, Burdett & Company, Boston. Mr. Jackson is the teacher of physics in the Boston Latin school and is widely known as a popular writer and lecturer upon educational and other subjects.

The Supervising Teacher's Duties.

The New York Suburban Educational Council held its last meeting for the season of 1896-7 at the New York university, on Saturday, April 24, and adjourned to meet on the third Saturday in October next. The discussion of the subject, "How Can the Visits of the Supervising Teachers to the Class-Rooms of Their Assistants be Made Most Profitable to All Concerned?" was opened by Prin. Edward H. Dutcher, of East Orange, N. J., and occupied the entire two hours of the session.

"The first principle that underlies all supervision," said Mr. Dutcher, "whether from superintendent or special teacher, is sympathy. The class teacher must feel that the one purpose of the visit of the supervisor is that of helpfulness and encouragement. She must feel stronger after the visit, because her weak points have been discovered, and the remedy suggested, and feel encouraged for the few words of judicious commendation that never harmed any one yet.

"In a majority of cases a combination of the supervisor and special teacher presents the best conditions for successful work. The special teacher should perform a sufficient amount of teaching, to be sure that the classes are started in the right way; especially at the beginning of the year, and with new teachers. The specialist should supplement her class-room work by frequent teachers' meetings. No special teaching is so well or frequently done as to render unnecessary these meetings. Correlation comes in for a share of the special teachers' work, especially in the drawing and musical departments."

In the discussion which followed it appeared to be the opinion of a majority of those present that members of boards of education, not being, as a rule, practical educators, should interfere as little as possible in the actual management of schools and classes. "Their most helpful act," one principal said, "would be to raise the salaries of their teachers from 25 to 50 per cent." Principals' visits to class-rooms should be informal, and to accomplish the best results the principal must have a deep and cordial sympathy with the work of both teachers and pupils.

"There is never a time," said Supt. Young, of New Rochelle, N. Y., "when even the suggestion of a criticism of a teacher should be made before her pupils. The moment a principal or superintendent fails to recognize that the teacher is absolute sovereign in the class-room that moment principal and superintendent are undermining their own powers. In teachers' meetings never talk on a topic that does not concern several teachers. If individual criticism is to be made, let it be done privately."

Supt. John E. Shell, of Long Island City, in closing the discussion, said that he made it a point to take hold of a class whenever he got an opportunity, not alone to keep his own hand in the work, but to let the teachers know that he knew how to do the work, and that he sympathized with them in their work.

Uniform Examination for Teachers.

Philadelphia.—The bill for the extension of the minimum school term has been defeated, but there is another bill before the legislature, which, if passed, will do much for the cause of education. The purpose of the bill is to regulate the granting of teachers' certificates, and to institute uniform examinations and a higher standard of preparation throughout the state, except in cities of the first class, where other laws govern the examination of teachers.

If this bill is passed annual examinations will be held in June in each school district. A uniform set of questions will be prepared by the state superintendent, and the answers will be examined by an examining committee, composed of properly qualified persons. Three kinds of certificates will be issued to those who receive a grade of seventy-five per cent. in all the branches of this examination—a preliminary certificate, which may be kept alive, by renewal, for three years; a professional certificate, which may be renewed for four years, and a permanent certificate, which shall continue to be a sufficient license to teach until forfeited according to the provisions of existing law. The first two constitute provisional certificates, but each successive examination is based on more and higher branches, and two years of successful experience in teaching are required for the professional, and three years for the permanent certificate.

The bill has been revised by Deputy State Supt. Stewart, and has received the endorsement of the county superintendents. The same legislators who opposed the extension of the school term are likely to look with disfavor on this bill, but its passage is of vital importance to the educational interests of the state.

English in Secondary Schools.

The title of a paper read before the Schoolmasters' Association of New York and vicinity, by Arthur W. Eaton, tutor in Dr. Cutler's school, was "Methods of Teaching English." He said that New York was a difficult place in which to teach boys, on account of the outside interests. In the senior division of the school in which he teaches there have been a general athletic association, a track athletic team, a football team, a



JAMES B. ANGELL, LL.D., President University of Michigan. Appointed envoy extraordinary and minister plenipotentiary of the United States to Turkey.

baseball nine, a hockey team, a bicycle team, a glee club, a banjo club, a chess club, and a newspaper. Mr. Eaton said he did not believe in cut-and-dried plans in English literature. He quoted from the Rev. Endicott Peabody: "The great power in the world to day is personality. It is not books, it is not knowledge. It is personality." Mr. Eaton summarized his views on the subject by these words:

"The question of methods of teaching English is supremely the question of what the boy needs to be taught, and of how you can best teach that boy what he needs to be taught."

No Change in High School Salaries.

Worcester, Mass.—The action which the sub-committee of the high school is likely to take in the matter of rearranging and adjusting the salaries of the women teachers is causing some apprehension. For some time there has been an effort to have the salaries of some of the women teachers raised to \$1,200 a year. Several of the high school teachers have been called before the committee, and there they have advanced arguments, none of them convincing why their salaries should be raised. It is practically decided that not only will there be no increase, but there may be some reductions, and there will be a definite scale of salaries fixed for given lines of instruction, so that the pulls which have in some cases been effective heretofore will no longer work.

The committee proposes to keep within the limit of its appropriations, and if the salaries of the high school teachers should be increased curtailment at the other end of the system would necessarily be made, and the kindergartens would have to be done away with. The committee is practically united on this matter of maintaining the kindergartens, and they are determined that there shall be no interference in that line of school work.

It is said that the high schools of Worcester at the present time cost more than those of any other city of its size in the United States.

Compulsory Education in Indiana.

Indianapolis.—The new compulsory school law took effect last week. In order to enforce the law each county will be divided into five districts, and a truant officer appointed for each district. The officers will receive \$2 a day for the time spent in enforcing it.

Progress in Rochester.

Rochester, N. Y.—During the past two years the Rochester Teachers' Association has been greatly interested in the subject of self-improvement. During the winter of '95-'96 Prof. George M. Forbes, of the University of Rochester, delivered a course of lectures on "The Principles of Pedagogy," which was attended by more than five hundred teachers. Last winter Dr. G. Stanley Hall and Miss Anna K. Eggleston have spoken to enthusiastic audiences. Dr. Frank McMurry, of the Buffalo school of pedagogy, is delivering a course on "General Methods in the School-room," which is to be followed by a course on "Child Study," by Prof. M. V. O'Shea, also of Buffalo School of Pedagogy.

Versatile Miss Reel.

Cheyenne, Wyo.—Miss Estelle Reel, state superintendent of schools, stood on the steps of the Laramie county courthouse, a short time since, and sold, at auction, twenty acres of state land. Those witnessing the transaction say that Miss Reel made an excellent auctioneer, as she encouraged bidders, and quelled scoffers with her loud, ringing voice.

Boards of Education.

Appointment of Teachers.

New York City.—In a talk with a representative of the "Tribune" President Hubbell, of the board of education, gave some sound ideas on the subject of appointment of teachers. In part, he spoke as follows: "I do not see why any intelligent man, who is not an expert in such matters, should desire to have the power of appointing teachers. Under the present law, we have placed it in the hands of men, most of whom have given their lives to the study of educational methods.

"There has been some dissatisfaction, on account of the large numbers of transfers made; as a rule, however, the teachers feel that they are being fairly treated, and that merit is recognized where it exists.

"I regard as of importance the alliance which has been made between the public schools and the street cleaning department. The effect on the children will come mainly through the organization, such as began among the boys with the Anti-cigarette League. Still more important is the alliance made between the schools and the department of health, resulting in the medical inspection of the school children, which has been recently instituted."

Examinations of High School Principals.

New York, N. Y.—Examinations of candidates have been held all this week, and will be continued through Monday for the positions of principals of the four new high schools. The names of the candidates proposed for the positions will be handed to the board on Wednesday, May 5, and announced in *The School Journal* next week.

New York, N. Y.—The board of education has approved a resolution in the report made by the committee on by-laws that high school principals be classified under civil service regulations in the non-competitive class.

Cleanliness Insisted Upon.

Keokuk, Iowa.—The board recently adopted a resolution to the effect that any pupils, coming to school in such a condition of clothing as to be offensive, or a menace to their associates, may be sent home. Should such condition be the result of disease, the case is to be reported to the board.

Disgraceful School Election.

Council Bluffs, Iowa.—The Australian ballot system does not apply to school elections in Iowa, and voting is conducted under the old plan. If the Australian system had been used in this city a fair expression of public sentiment might have been secured in the selection of members of the school board, but money and liquor were made use of freely and openly by both parties.

Des Moines, Iowa.—The last school election at Charlton was completely controlled by politics, the free silver men electing their candidates.

Penny Wisdom.

Monticello, Iowa.—The board has resolved to abolish the office of superintendent of schools, to reduce the school year from nine to eight months, and to drop from the high school course as many branches as shall be necessary to bring the work within the capacity of two teachers.

Compulsory Education in Illinois.

Chicago.—The compulsory education bill, known as the Bogardus bill, has passed the senate. As it is evidently acceptable to all sects and classes it is likely to become a law substantially in its present form. The bill provides that every child between 7 and 14 years of age shall annually attend some public or private school for at least sixteen weeks, twelve weeks of which shall be consecutive. For pupils under 10 years, the attendance shall commence with the beginning of the first term of the school year of such school. The attendance of children over 10 years shall not begin later than December 1.

The bill provides also for the appointment of truant officers each year, at the time of the appointment or election of teachers. It shall be the duty of these officers to report all violations of this act, and to enter complaint against persons who are guilty of such violation. It shall also be the duty of these officers to arrest any child of school-going age who habitually haunts any public place, and has no lawful occupation, also any truant child who absents himself from school.

New School Board Organization.

Milwaukee, Wis.—A novel plan for school board organization has been adopted in this city. It is calculated that this plan will place men in charge of the schools who will be free from all political affiliation, and who will be willing to devote time and care to their duties. The mayor has appointed four commissioners, upon whom will devolve the important duty of selecting the twenty-one men who will form the board. It is probable that the board will be largely made up from the long list of ex-school commissioners.



GEORGE BROWN,
Clerk of the Brooklyn Board of Education.

Qualifications of Teachers.

Augusta, Ga.—A list of suggestions to applicants for positions in the Augusta public schools summarizes the proposed scheme for self-training of teachers somewhat as follows: A good education, certainly not below the high school grade, must be the basis; the study of professional texts; attendance upon the normal class; observation work in school-rooms; substitute work in the grades as a test of teaching power. One year's professional study in accordance with the scheme should prepare an applicant for excellent grade work.

Ignorance of Some School Commissioners.

Carlisle, S. C.—Mr. W. E. Willis, principal of the fitting school, has published a letter regarding the condition of education of this state. He complains that one great drawback to education is the ignorance of many commissioners and their neglect of the schools. They vie with each other in engaging the cheapest teachers, and one commissioner is quoted as saying that "he had teachers he could furnish for ten dollars a month, teacher to pay his own board!" Even then, in some places, the teachers never receive their pay under a twelve month from the time the money is earned.

All Debts Paid.

Silver City, N. M.—There are no longer any outstanding warrants of this school district. A cash basis has been reached, and will be hereafter maintained. When the present board of education was organized it was found that there were outstanding warrants to the amount of \$957, and that unaudited bills and the school expenses of the month, made a total of liabilities amounting to more than \$1,400. The first act of the new board was to direct the closing of the schools at the end of nine months, and to reduce salaries. When the present school year opened in September, all debts had been paid, and the funds for the year have been augmented, so that a new primary school has been opened, which will be a permanent feature of the schools of the city.

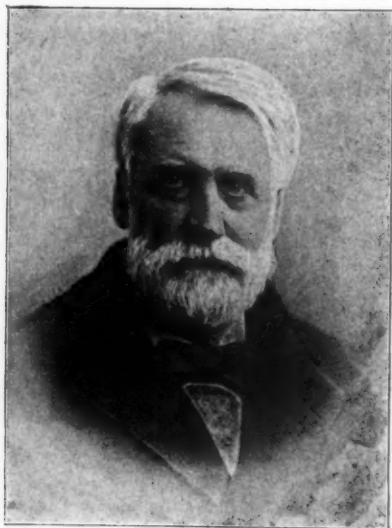
Changes in Hoboken Board of Education.

Hoboken, N. J.—In reorganizing the board of education for the next two years, Mayor Fagan has made a number of changes. Only one of the four members whose terms had expired was reappointed. The clerk of the board was replaced by one of the ex-commissioners, who had been a member of the board one year.

The new board, at its first meeting, transferred A. J. Demarest, from the principalship of school No. 6 to the position of city superintendent, at a salary of \$2,700. The retiring superintendent, Mr. Rue, took Mr. Demarest's place in No. 6, and was also appointed treasurer of the board, at a salary of \$400. These appointments are for two years.

Unhealthy Teachers.

Albany, N. Y.—Complaint has been made to the state board of health that local boards of education do not take proper precautions against the employment of teachers afflicted with pulmonary diseases. Some time ago the state board of health was informed that the principal of a school in Cazenovia was likely to spread the contagion. The local health board was notified by the state board, but answer was made that the complaint was not well founded. The reverse of this decision by the local authorities has just been forcibly set forth by the death of the principal referred to from tuberculosis.



John P. McCaskey, the secretary of the Pennsylvania State Teachers' Association, has been connected with the boys' high school at Lancaster for forty-one years, and has been its principal for more than twenty years. For the last thirty-one years he has been connected with the publishing of the Pennsylvania "School Journal," and during that time has been closely associated with Dr. Burrowes, Dr. Wickersham, Dr. Waller, and State Supt. Schaeffer. Mr. McCaskey has served as secretary of the Pennsylvania State Teachers' Association for thirty years, and has attended every session since its organization, in 1855. While he has frequently been urged to allow his name to be used as a candidate for more prominent and lucrative positions than that of principal, he has been content with his position, as it has given him opportunity for varied work in other lines of the educational field. His excellent work as chairman of both the Dr. Higbee and Dr. Burrowes memorial committees may be mentioned in this connection.

School-Room Decoration in New York.

Primary school No. 25 was the first New York city school to be decorated with pictures. The second was the girls' department of grammar school No. 3. The movement for school-room decoration will be pushed just as fast as money is provided to buy the pictures and casts. The schools in the poorer portions of the city have been the first ones to be decorated, because many of the pupils are children of emigrants from southern Europe, and their innate love of beauty should be turned to works of art, instead of advertisements and billboards. They are so far removed from the beauties of nature that grass and trees are almost unknown to them. The casts and pictures have been selected with a view to their appealing less to the interest in anecdote, than to the children's desire for information and real love for beauty.

Right in line with this idea is Miss Merrill's effort to put vegetation in the schools. Children who never see the country can gain some idea of the changes of season, by having before them the signs of spring, summer, autumn, or winter. Blossoms, fruit, grain, birds' nests, everything that will speak to the child of the life of the seasons, will be brought into the school-room.

Medical Examination in Schools.

The report of Dr. Blauvelt, chief of the medical school inspectors' staff, for the week ending Friday, April 16, shows that 3,918 children were examined in the primary school, the primary departments of grammar schools, and parochial schools. The total number excluded was 258. There were seven cases of measles, five of diphtheria, one of scarlet fever, one of croup, two of whooping cough, twelve of mumps, thirty-one contagious eye diseases, 109 parasitic diseases of the head, nine of the body, eleven of chickenpox, and ten skin diseases found.

Pittsfield's New Schools.

The Redfield school building, of Pittsfield, Mass., a picture of which appeared in *The School Journal* of March 27, cost about \$40,000 exclusive of the site. The architect who designed the new building is Mr. G. P. B. Alderman. The school looks toward the Taconic mountains and commands a wide sweep of Berkshire scenery.

The Russell school, of the same city which was shown in the issue of April 10, cost \$30,000. The architect is Mr. Frank Irving Cooper. This school is in a manufacturing district.

More Medical Inspectors.

New York city will appoint fifteen additional medical inspectors for two months to examine school children. At the request of the health board, \$3,000 has been appropriated for this purpose.

Southern Indiana Teachers Meet.

Franklin, Ind.—The meeting of the Southern Indiana Teachers' Association, held here April 8-10, brought together about seven hundred teachers.

Prof. Arnold Tompkins, of Illinois university, spoke on "Education in Religion." He believed that they are not to be separated. Religion is an instructive principle, and it should be developed and educated.

Dr. Bergstrom, of the Indiana university, gave an address on "School Hygiene," in which he made a plea for more consideration of health in the erection and care of school buildings.

Prof. Wilbur S. Jackman, of the Chicago normal school, spoke on "The Relation of Nature Study to the Child's Consciousness." He also discussed painting as a method of teaching nature study.

Other subjects treated were, "How Can Music be Taught in the District Schools?" by Prof. Owen, Terra Haute; "Public School Music," by Miss Beatrice Saunders, of Terre Haute; "Things We Have Done and Left Undone in Teaching," by Miss Belle Landon, of Jeffersonville.

The following officers were elected: President, P. P. Stultz, Jeffersonville; first vice-president, Miss Kittie Palmer, Franklin; second vice-president, E. S. Bowman, North Vernon; secretary, Miss Janie Deming, Shelbyville; treasurer, W. D. Kerlin, Martinsville.

Terra Haute was selected as the next place of meeting.

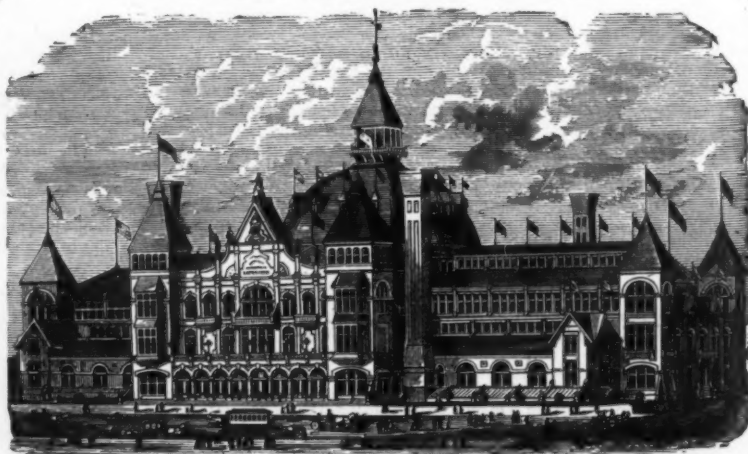
¶ School Commissioner Wm. J. Van Arsdale, of New York city, died Friday, April 30, of apoplexy. He was appointed to the board of education by Mayor Hugh J. Grant, and reappointed by Mayor Strong.

Twelfth Ward Teachers' Reunion.

There will be a reunion of the members of the 12th Ward Teachers' Association, Friday evening, May 7, at G. S. No. 10, 117th street and St. Nicholas avenue, New York city. Editor McLean, of the "Brooklyn Citizen," will speak on "American Literature," and there will be in addition a musical and literary program.

May 7 and 8 have been set apart as Fine Arts day and Public School day, respectively, at the Tennessee centennial. Hon. W. T. Harris, Halsey C. Ives, Hopkinson Smith, and Miss Josephine Locke will be the speakers of the occasion. The Central Art Association holds its annual congress at Chicago, May 3-5, will be run from Chicago to Nashville May 6, to accommodate those who wish to attend the Fine Arts and Public School days.

Columbia, S. C.—One of the acts relating to the general school law passed at the last session of the general assembly, provides for the supply of school text-books to pupils attending the free public schools of the counties at actual cost. The county boards of education are authorized to set aside from the public school funds of their several counties an amount not exceeding five hundred dollars, for this purpose. This fund is to be paid for the county superintendent of public instruction, who is to use it only for the purpose designated.



The Exposition Building at Milwaukee where the great Educational Exhibit will be held in connection with the N. E. A., in July, 1897.

The School Supply Field.

Mr. Henry F. Clark, formerly with Charles Scribner's Sons and "The Outlook" for the last two years, in charge of the book department of the "Ladies' Home Journal," and the compiler of the catalog of the "5,000 Best Books" issued by the latter publication, is to go into business for himself. Mr. Clark has, during the past few years, answered thousands of letters regarding the value of books. His expert knowledge covers a wide field.

There has been gossip to the effect that Funk & Wagnalls have sold out the Standard Dictionary to the Clafflin Company. Upon investigation, it is found that the Clafflin Company are simply selling a certain quantity of the "trade edition" to the trade this year. The regular edition is handled by Funk & Wagnalls, and is sold only by subscription.

Just as we go to press we hear that Prof Jones, of Chicago, who was connected with the Werner Book Company, has died.

The Sunbeams Company, of New York, has been incorporated, and will print books, magazines, and pamphlets.

The B. F. Johnson Publishing Company, of Richmond, Va., will issue \$20,000 preferred stock.

Estes & Lauriat have admitted Frederick Reid Estes, Eugene C. Blecher, Charles E. Lauriat, Jr., and Francis H. Little as general partners in their publishing and bookselling business, now carried on at 196 Summer street and 301 Washington street, Boston.

The consolidation between the Andrews School Furnishing Company and the Andrews-Demarest Seating Company, which took place about a year ago, has been dissolved, and the former company is now in the school supply field again, the Seating Company having given up that line of business. The office and show-room of the Andrews School Furnishing Company is at 65 Fifth avenue, the old address, and its factory is now in New York city also.



HENRY W. BLAKE,
Editor of the *Kindergarten News*, died April 13.

Sheldon & Company have added to their force Mr. A. G. Kendall, late with D. C. Heath & Co., Boston; and Mr. James C. M. Innes, formerly with the Baker & Taylor Company. Mr. Innes was connected with C. T. Dillingham for six years, until the house sold out to the Baker & Taylor Company. His fifteen years' experience in the book business has thoroughly posted him on books of all kinds. He will have charge of the Greater New York district. Mr. A. G. Kendall will attend to the Pennsylvania field at present.

Peckham, Little & Co., will remove from 56 Reade street to more extensive quarters at No. 9 Clinton Place.

Longmans, Green & Co. have secured Mr. Harvey C. Camp as their agent. Mr. Camp has been formerly known to teachers and school commissioners in and around Greater New York. His wide experience enables him not only to know a good text-book when he sees it, but to know, also, why it is a good book.

The aim of the the Practical Text-Book Company, of Cleveland, Ohio, has been to prepare a series of text-books for

school and home study that are superior in every way—in authorship, engraving, paper, printing, and binding—and only a short examination is necessary to show that they have achieved a large measure of success. We will name some of these books, to give an idea of the field covered: "Spelling and Letter Writing," "Typewriting Instructor and Stenographer's Hand-Book," "Plain English," "Practical Shorthand," "Commercial Law," "Everybody's Dictionary," "New Practical Arithmetic," "Progressive Bookkeeping," "Mercantile Practical Bookkeeping," etc. These economize the teacher's time, because the student is told just what to do, and is shown by illustration how to do it. They are fully described in a little pamphlet issued by the firm.

Dr. William T. Harris is editing "Appleton's Home Reading Books," (D. Appleton & Co.) a series of instructive volumes to connect the home with the school, presenting upon a symmetrical plan the best available literature in the various fields of human learning, selected with a view to the needs of students of all grades in supplementing their school studies, and for home reading; it will cover the following departments of knowledge: Natural history, including geography and travel; physics and chemistry; history, biography, and ethnology, including ethics and morals; literature and art. It is believed that this project will fully solve the long-standing problem as to what kind of reading shall be furnished to the young, and what will most benefit them intellectually, as well as morally.

Publishers, Booksellers, and Stationers Organize.

On Thursday evening of last week many of the Chicago publishers, book-sellers, and stationers met at a banquet in the Athletic Club's banquet rooms, and formed a permanent association. Mr. P. F. Pettibone acted as toastmaster, with dignity and humor, winning the hearts of all those present, and at the same time the presidency of the association. Mr. Andrew McNally was elected first vice-president, and F. B. Smith second vice-president. Considerable wit was displayed in the speeches, Mr. F. M. Newkirk especially distinguishing himself by his drollery, which kept the company in constant laughter. Mr. Opie Reade told his experience in running a Southern newspaper without money, which was highly appreciated.

The firm of Scott, Foresman & Co. were represented by Mr. W. C. Foresman, Robt. Foresman, and Chas. E. S. Fielden; Rand, McNally & Co., by Messrs. Andrew McNally, and Scholes; the Harper Bros., by Wm. S. Russell; Houghton, Mifflin & Co., by F. M. Newkirk; the Macmillan Co., by A. W. Macy; A. C. McClurg & Co., by Herbert Gould; E. H. Butler & Co., by Mr. Ellis, and the American Book Co., by Mr. Bates. We noticed also among the pioneer publishers A. Flanagan and T. S. Denison.

It is the plan of the association to have quarterly gatherings, which will no doubt conduce to good fellowship and better acquaintance among the members.

Opposed to State Uniformity of Text-Books.

Houston, Texas.—A communication has been sent from this city to the senator and representatives of Harris county, protesting against the passage of any law providing for state uniformity of text-books.

Among the reasons submitted are the following:

1. A law establishing a uniform series of text-books for the schools would exclude from Texas all improved books that may be hereafter published, since a series of books once placed in the schools would acquire so powerful an advantage over other books, as to prevent their successful competition.
2. The purpose of a state uniformity law is reduction of the cost of books; accordingly such a law would be likely to result in the adoption of inferior books, to the detriment of the interests of the school children.
3. The cost of school books is often unduly magnified. In this city the text-books necessary for the first seven years of a pupil's school life cost less than five cents a week.
4. It is charged that the publishing of school books is in the hands of a trust, and that, consequently, prices are too high. It is believed that the charge is not well founded, as the books used in the schools of this city are selected from the publications of a dozen or more publishing houses, each independent of the other.

Text-Book Legislation.

Pierre, South Dakota.—A bill to establish county uniformity of text-books, and regulate the supply of the same, has passed the legislature.

The county board of education, to consist of the superintendent, the auditor, the attorney, the commissioners, and a member of each commissioner district, shall meet in June and once in five years thereafter to consider the text-books in use. No book is to be adopted whose price is higher than that at which such books are sold in any other state, and the books are to be furnished to the pupils at not more than 10 per cent. above cost. The price list is to be posted in school-houses. Books once adopted cannot be changed for five years, except on request of at least two-thirds of the school boards of the county.

Notes of General Interest.

A Swiss scientist has found, on experiment, that not a single microbe exists above 2,000 feet from the sea level.

Though congratulating Principal Frank R. Moore, of grammar school No. 34, Brooklyn, upon his appointment by President McKinley as collector of Internal Revenue for the first district of New York, *The School Journal* regrets that he should leave his profession for a position that he can occupy but a term of four years.

Mr. Moore has been one of the most successful principals in Brooklyn. He has held his present position for twelve years, while his previous work as a teacher was done as principal of a New Jersey high school.

Holyoke, Mass.—Supt. P. W. Search has been re-elected for two years, beginning Aug. 1, at a salary of \$3,500. This election was remarkable, not merely in that it received the affirmative vote of nine members in a board of nine, but in that it was accompanied by a unanimous placing of the nomination of teachers in the hands of the superintendent.

Philadelphia, Pa.—The board of education has elected Joseph Woodwell Anshutz as architect and supervisor of school buildings. Mr. Anshutz has been assistant architect to the board for thirteen years, and he has designed nearly all the newer school buildings.

Samuel Manning Patton, who lost his life in the fire at Chattanooga, Tenn., April 3, was one of the most prominent architects in the South. He was born in Mississippi, in 1857, and for a number of years was engaged in newspaper work in that state. He then took up the study of architecture, and in 1884, after having made a study of architecture, he removed to New Orleans, where he became a member of the firm of Williams & Patton, and designed many of the handsomest buildings in that city. Mr. Patton removed to Chattanooga in 1887, and became a partner in the firm of Sully, Toledano & Patton. He was a brother of Major Patton, of the University Publishing Company.

Syracuse university has added a course in pedagogy, which will be in charge of Rev. Wellesley P. Coddington, S. T. D.

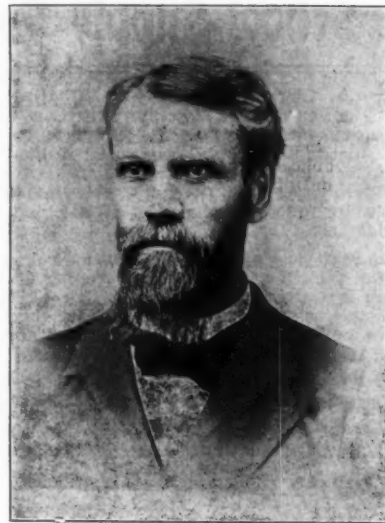
The Massachusetts courts have decided that a parent has no right to take a pupil from a school, against the decision of the principal. In the case of Elizabeth A. Curry, who went with her mother from Lasell seminary to spend Sunday, the court held that the principal was not bound to allow the girl to remain in the school, unless with the understanding that she should not be absent without the permission of the officers of the school.

Albany, N. Y.—The amount of money paid to the county treasurers for distribution among the school districts this year was \$3,500,000.

Switzerland has seven universities, which is more than twice as many as Germany, in proportion to the population, and more than sixteen times as many as Russia.

The University of Berlin had 7,026 students during the last winter term.

The geography used in New England at the beginning of this century presented a striking contrast to those in use to-



HON. J. L. EMERY,
State Superintendent of Public Instruction, Wisconsin.

day. It was a little, chunky book, about six inches by four, without a picture from beginning to end.

Almost all text-books now are carefully illustrated. Yet, when school books containing illustrations first came out, great objections were made by the New England parents, on the score that the pictures kept the children's minds from their studies.

The Century Company's Prize Competition.

The prize competition which the Century Co. has planned is novel and instructive. Three examination papers are sent out, and a month is allowed the competitors for each paper. For those who send the best answers there is a series of prizes, ranging from \$10 to \$500. A further prize of \$500 is offered to the person answering the questions in these examination papers from any 10 works of reference other than "The Century Dictionary and Cyclopedia," such competitors being allowed to omit 10 per cent. of the regular questions. This offer was made to invite comparison between "The Century" and other works. In making up the list of other works, any encyclopedia or dictionary, or any other work in any number of volumes may be used and counted as one of the ten.

The subjects chosen for the questions are of a practical, every-day nature. In fact, the aim in compiling them was to afford as much information as possible. Teachers, especially, will be interested in this competition, and as the chief necessity in answering the questions is stated to be care, teachers should stand a most excellent chance of carrying off a majority of the prizes. The light work that the questions require will be a recreation for the long summer vacation.

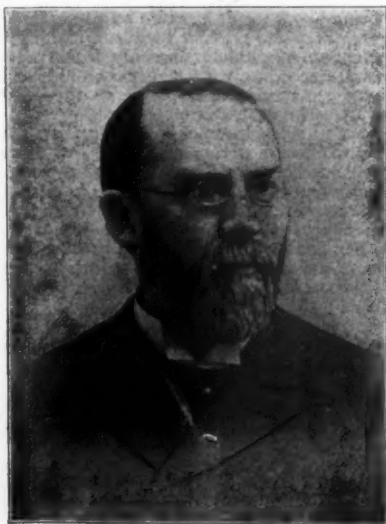
Grand Army Not Satisfied.

The Grand Army of the Republic has called attention to the unpatriotic character of the histories used in public schools in many parts of the country. The chairman of the committee appointed at the last annual convention to investigate the subject, says:

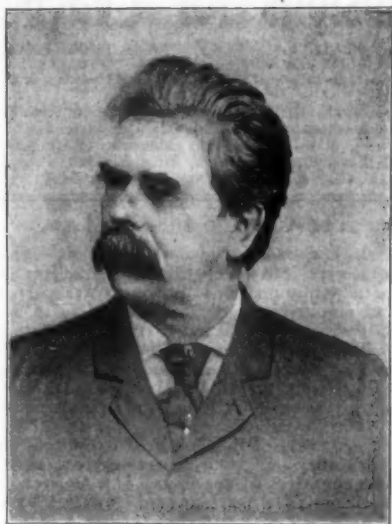
"After careful examination by members of the committee, it was the unanimous opinion that no histories in use as text-books give such an account of the war period as entitle them to commendation. The child without other sources of information would be entirely unable to understand that there was a difference in the patriotism of those who fought for the preservation of the national unity and those who fought for the destruction of the government. Some of those histories most extensively used are so unpatriotic in sentiment as to justify condemnation."

The Agitation for Improved Municipal Government.

The city governments of the United States have reached a low level, and taxes have been increased correspondingly. Thoughtful men see that a change is necessary. For the purpose of bringing about a better state of affairs the National Municipal League was organized. It is composed of men who are not looking for the spoils of office, but are dominated by patriotic impulses. The league is issuing a series of pamphlets bearing on good government; these are addressed to different classes, such as clergymen, business men, working men, public employees, and those engaged in any form of religious, ethical, educational, or humanitarian work, and show what each can do to advance the cause. Pamphlets Nos. 1, 2, 3, and 4 have been sent out. Those who wish information in regard to this most laudable work should write to Clinton Rogers Woodruff, secretary, 514 Walnut street, Philadelphia.



SHELDON JACKSON, D.D.,
General Agent for Alaska of U. S. Bureau of Education.



HON. SAMUEL M. INGLIS,
State Superintendent of Public Instruction, Illinois.

The People's University.

The free lecture course for the people, conducted under the auspices of the New York city board of education, was established seven years ago. At the annual reunion, held in the Windsor hotel, and presided over by Rossiter Johnson, Dr. Henry M. Leipziger, organizer and superintendent of the courses, made an address, in which he spoke of the character of the successful work done in the past season. He said that lectures were delivered in thirty-three places, the number being 1,066, with a total attendance of 426,357. The large attendance and the increased interest show that this plan for adult education is appreciated by the masses. The audiences are almost all composed of working people. The lectures are generally given in the school-houses, making these in some sense the educational centers.

The lectures during the past season have been arranged systematically, many of them in courses of six. In the choice of subjects, the utilitarian, and the cultural have been combined. Stress was laid on lectures on physiology and hygiene, as well as on American history, and municipal government, and life. The lecturers have been partly university men, but the explorer, the artist, the journalist, and the engineer have had their share in this work.

The lectures are moral, intellectual, and philanthropic. They raise the average intelligence and create a thirst for knowl-



CHARLES E. WHITE, Syracuse, N. Y.,
President New York State Teachers' Association.

edge. The libraries feel the impetus in the demand for good books. The taste for music is cultivated, while the lectures on science are opening people's eyes to the world around them, and those on art prepare for a real appreciation of painting and sculpture.

The hours of labor of the workingman have wisely been decreased, and the leisure time gained is the opportunity for moral and intellectual growth. And, "after all," said Dr. Leipziger, "it is the workingmen who have redeemed the world in our age. The triumphs of invention have been the workingman's. Davy, Faraday, Tyndall, Franklin, and at least three of those who have filled the presidential chair have been workingmen."

\$10,000 for a High School.

Enfield, N. H.—Mr. Ira Copeland, a wealthy citizen of this town, has offered \$10,000 for the establishment of a high school, under the conditions that it shall always remain in North Enfield and that the town shall maintain schools sufficiently advanced to prepare pupils for college.

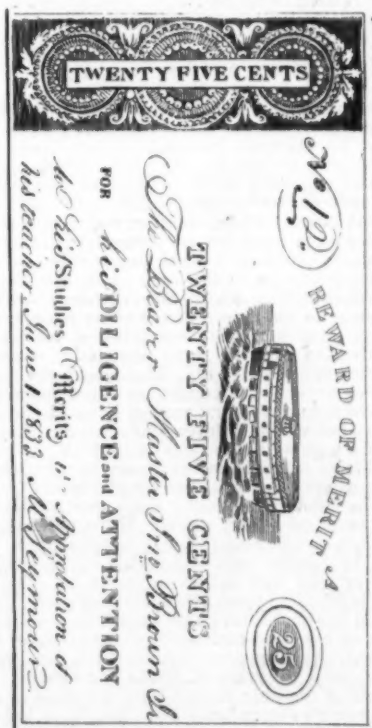
Need of More School Buildings.

Providence, R. I.—The request of the committee for money with which to erect more buildings has given rise to considerable discussion with regard to the public schools. There is certainly need of more school buildings. Several of the primary rooms are overcrowded and one or two grammar schools are in the same condition, besides the manual training high school, whose accommodations are somewhat insufficient.

The cost of maintaining the schools has largely increased within the last ten years, an increase, as many think, that is out of proportion to the greater enrollment. The reasons are apparent. During the ten years the committee have furnished text-books the salaries of primary teachers have been raised, and the constantly increasing number of pupils in the high school has added to the expense of maintaining the school.

An Interesting Relic.

The reward card here reproduced, which is reprinted by the courtesy of the Philadelphia "Times," was found in an old garret. As it is evident, it entitled the bearer, "for his diligence and attention to his studies," to the munificent sum of 25 cents. Investigation revealed the fact that during the '30's it was the custom in a certain county of New Jersey to issue these peculiar rewards of merit, payable at the office of the



county treasurer. They were to be given by the teacher simply for perfect behavior and marked diligence in study. The practice was finally discontinued on account of the increasing population.

A School Music Course.

Brookline, Mass.—A paper read before the Education Club, by Miss Mary L. Regal, outlined the elective course of music conducted by her in the Springfield school.

The course is based upon the theory that it is possible to be-

come acquainted with good music without acquiring technical skill, just as it is possible to become acquainted with good literature without becoming an author. Many people have an intense enjoyment of music without any technical skill of voice or fingers. The high school should furnish courses for such people, but these courses should be elective, because all people are not sufficiently musical to profit by them.

The aim is two-fold; to give the pupils sufficient knowledge of good music to enable them to appreciate it, and to familiarize them with as much good music as possible. At first the members of the three upper classes were allowed to elect this study, reciting twice a week. At first the freshmen were not allowed to take it. After a while they asked for the course, and two new classes were formed.

A simple, practical course in harmony has been laid out, and side by side with this course is one in musical structure and form. Usually both branches are represented in a recitation period.

In teaching musical form, particular examples are played by the teacher. Questions are then asked in such a way as to draw out what the class have observed as to the structure. After several examples have been treated in this manner general principles of structure are laid down and still other illustrations given. An effort is constantly made to lead the pupils to perceive for themselves. This insensibly cultivates the habit of attentive listening to music, which is invaluable. The subjects taken up thus far have been the general divisions of musical phrasing, the song form, binary form, with special attention to the minuet, and scherzo, variations, the sonata form and canon; while fugue has been begun. All these have been illustrated very fully, the compositions performed being chosen largely from standard composers, since one object of the course is to acquaint the pupils with as much music as possible which has won a permanent rank. Among the composers represented are Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Jensen, Grey, Tschai-kowsky, and others. No separate course in musical history or biography was put into the first year's course, but considerable history and biography and general information have been introduced in the course of the year.

Besides the regular exercises pupils occasionally copy a theme from some important work.

Short as is the time since this course was begun, results are most encouraging. While it is elementary, so far as it goes, it is in line with the work done in the best schools of music. The best results, however, are those which cannot be estimated by outward signs,—such as the perception of the high and beautiful, and the raising of ideals.

State of Connecticut.

The Connecticut board of education finds the fundamental defect of the school system to be a lack of proper supervision of teachers. To illustrate the need of supervision the schools of Tolland county are cited: Of 1,031 children, over 10 years old, who were examined in the writing of English, 649 failed to begin sentences with capital letters. Of 205 children, 11 years old, 105 failed to make correct use of the period. The teachers, who have been left to themselves, have spent their time in teaching subjects of less importance, or they have needed suggestions as to the method of teaching English. Another subject which needs supervision is arithmetic. In Tolland county no children under 9 years were found able to add $\frac{1}{2}$ and $\frac{1}{4}$. Out of twenty-five children, fourteen of whom were more than 13 years old, only one could answer the question, 3 is what per cent. of 12? The report comments that if these teachers were under competent supervision they would teach their children in the first year of school to add $\frac{1}{2}$ and $\frac{1}{4}$, and that long before the children study interest they will know that 25 % of a number is the same as $\frac{1}{4}$ of it.

The benefits of supervision are shown in a school at South Manchester, where 700 pupils are taught by the pupils of the New Britain normal school. Each one of the pupils has charge of a room for twenty weeks. If the pupil teachers were left to themselves, the result would be chaos, but supervised, as they are, by a small corps of experienced teachers, the school compares very well with others in the state. The board believes that it is possible to provide supervision even for the country schools of the state. "A single expert teacher could profitably give his or her time entirely to the schools of a group of country towns, visiting every school often, and meeting the teachers at regular intervals to advise and instruct them."

The returns of the year show a large increase in attendance. The laws relating to attendance and labor have been enforced, and, as a result, there is an increase of 4,727 in the average attendance.

\$308,058.21 has been expended for new buildings, and \$20,402.88 for libraries and apparatus. 349 libraries are benefited by this expenditure. The daily cost of education per pupil is 14.6 cents. The schools were open on an average of 183.32 days. This is the highest average ever attained.

The township system is making headway, as is shown by the decrease in the number of districts from 1,408 to 1,263, in the last five years.

The number of public kindergartens in the state is thirty-nine, with an attendance of 4,334 pupils.

Pensions for Teachers.

In this department of *The School Journal* are printed series of letters describing plans for the pensioning of teachers. Correspondence is invited. Address all letters to Editorial Rooms of *The School Journal*, 61 East 9th St., New York.

Under this head articles have been published describing the plan for pensioning teachers followed in the following states and cities: States of Ohio, Illinois, Massachusetts, and Connecticut; Minneapolis, and St. Paul, Boston, Brooklyn, Philadelphia, Pittsburg, Pa., Providence, R. I., Washington, D. C., Buffalo, N. Y., and Baltimore, Md.

The Chicago Pension Law.

The pension law was passed by the Illinois legislature May 31, 1895, and went into force July 1, 1895. It was passed in response to a petition signed by ninety-five per cent. of the teachers and employes, and while it differs in some degree from the bill which was offered to the legislature, has so far proven satisfactory to the body of teachers.

The New York law was our model, but there are several distinctive features in the Illinois law. The administration of the New York law being entirely in the hands of the board of education, while the Illinois law is administered by a pension board, which consists of the board of education, the superintendent of schools, and two representatives elected by the teachers, and employes of the board of education.

Under the Illinois law teachers and employes have the privilege of asking that they be retired, after a service of twenty years, if women, and twenty-five years, if men.

The New York board of education pays the pension, while under the Illinois law the teachers and employes pay the pension, taxing themselves one per cent. of their salaries. The New York maximum pension is \$1,000, the Illinois, \$600, and all pensions are subject to a pro rata reduction, if more annuitants offer than can be provided for by the fund.

The Illinois law contains a civil service clause, added by Judge Altgeld, governor at the time of its passage, which provides that no teacher or employe may be removed, except written charges are preferred, and an opportunity given for refuting such charges. The men in the employ of the board of education appreciate the protection which this clause gives more than do the women, as is, perhaps, not strange, in a state which still classes the women with the seven unrepresented species of citizens, namely, aliens, criminals, insane, idiots, paupers, minors, and — women.

About fourteen per cent. of those eligible to retirement have applied for it under this law, and the surplus fund is growing at the rate of about \$25,000 per month, from the tax, and something more from the interest of the unexpended balance, and on March 1 had reached the sum of \$60,000.

There is in the law an inequality of taxation without a corresponding inequality of pension; for while high-salaried people are taxed one per cent. no one can draw more than \$600 per annum. Also an inequality of service, necessary to eligibility, for women may retire after twenty years' service, while men are required to work twenty-five years before they can become annuitants under this law.

This was thoroughly understood at the time of the passage of the act, and the fact that no one objected for over a year after the law went into operation, in the opinion of many of our leading lawyers, bars any dissatisfied person from now making a successful protest.

Our superintendent and some of the members of the board of education consider the necessary time of service too short, and also think that the pension board should have discretionary power in saying whether an applicant for an annuity who has fulfilled the requirements for eligibility should be granted retirement or not. The teachers maintain that as the board of education, which constitutes the bulk of the pension board, containing in its body twenty-one of the twenty-four members forming the pension board, does not contribute to the pension fund, it should not possess such discretion.

The daily press has been most generous in its espousal of the teachers' side of this controversy, and the president of the board of education, Mr. E. G. Halle, has proved a "tower of strength," giving us the encouragement of his presence, and speech on the occasion of the mass-meeting held by the teachers at Central music hall, on Saturday, March 6, 1897.

Jones School.

Catherine Goggin.

A New Pension Law.

San Francisco, Cal.—A bill was passed at the recent session of the legislature to establish a teachers' annuity fund. This fund will be obtained from subscriptions made by the teachers themselves, from bequests, or donations, and from moneys withheld from teachers because of absence from duty.

Teachers wishing to become beneficiaries will subscribe \$12 a year, \$1 a month being taken from their salaries by the treasurer. At the end of thirty years they will be entitled to retire on an annuity of \$360 a year, or \$30 a month; or, should they become incapacitated before the end of the thirty years, they will receive such a proportion of this sum as the time of their service is to the full term of service.

Teachers outside of San Francisco will be allowed to join the association, but the membership of the city teachers is compulsory.

Books.

Instead of the dull grind that the study of grammar and composition used to be under the old mode of teaching, it will become a delightful and mind-developing occupation, if followed in accordance with the method set forth in "Language Lessons," by Pres. Charles De Garmo, of Swarthmore college. The trouble with the old way was that the children were put to analytic work beyond their powers to comprehend, resulting in loss of interest and distaste, and sometimes in positive hatred of the study. President De Garmo's language books give progressive exercises in composition, and an inductive approach to grammar. They provide a language experience for the pupil, instead of presuming one he does not have. Pictures are used to show the progress of the thought, and hence they become an organic part of the language lessons. The method is inductive throughout. Their motto is, "To the science through the art." A summary of the points developed is placed at the close of the chapter, thus enabling the teacher to have a perfect knowledge of the end toward which the lessons are progressing. The material for these lessons has been selected with the utmost care. It consists of stories of nature, fables, historical stories, stories from the Iliad and Odyssey, etc. Thus, along with his practice in grammar and composition, the pupil imbuces much knowledge that will be useful to him in his subsequent study of literature and history. The same inductive method is pursued in Book II. as in Book I., only the work is more advanced. So far as the typography and illustration of these little books are concerned too much praise can scarcely be given. (Werner Book Co., Chicago, New York, and Boston.)

Among the volumes lately added to the Riverside Literature Series is No. 106, "Shakespeare's Macbeth" (25 cents), edited by Richard Grant White, with additional notes by Helen Gray Cone. The plan adopted in this edition is the same as that followed in "As You Like It" in this series. Mr. White's text and apparatus have been used, and the necessary additions enclosed in brackets. In the suggestions for special study, the most profitable lines of investigation are pointed out, and the student assisted to form a clear and consistent notion of the characters. The double number 107 and 108 is "Grimm's German Household Tales" (40 cents), that wonderful collection of German folk stories told again in English. No. 109 is also a double number containing "Bunyan's Pilgrim's Progress" (40 cents), edited with introduction and notes by William Vaughn Moody. Children will appreciate this wonderful allegory of the Bedford tinker. (Houghton, Mifflin & Co., Boston.)

The psychological methods of teaching language, as originated and carried out by M. Victor B  tis, of Boston, is exemplified in several books lately issued. In these methods not only the main lines, but all details are based on psychological principles, with the result that they can develop strongly in every direction the intellectual powers of the students and can produce results far above those generally obtained. M. B  tis published in 1893—in collaboration with Mr. H. Swan—English translations of foreign linguistic works which were already a first step toward the use of psychological means of teaching. In a similar line, by the same authors, are "Class-Room Conversations in French," of which No. 2 of the series is now before us. This supplies in convenient form graduated sets of idiomatic sentences taken from the language of thought and emotion—the subjective language—arranged in dialogues for class-room use. (Imported by Charles Scribner's Sons, New York. 80 cents, net)

Thousands of singers and players go on in a careless way for years without a knowledge of harmony. To such Bird-sall's "Combination Music Packet," giving the theory and harmony of scales in a convenient form, will prove useful. Prof. S. H. Bird-sall, of Ft. Collins, Col., the author of these cards, is well known in the West as an excellent teacher of music.

St. Louis, Mo.—The Fremont school of this city will be supplied with 36 closets and 15 urinals by the Peck-Williamson Co., of Cincinnati, Ohio. All of the late buildings built by the board of education are equipped with the complete system of closets as installed by this same firm.

A Valuable Collection.

The city of Denver has in its possession a series of books containing stenographic reports of work done in various grades of the public schools. Each book consist of a verbatim report of all that was said by teacher and pupils during a single half day in one-grade, and the series extends from the lowest primary through the high school. The books were prepared for the World's Fair, to show what was done day by day in the various schools of the city.

In the first year of course reading was most important, and the interest and attention of the children were interesting to note. The best work of the second grade was done in numbers, though one thing most rigidly insisted upon by the teacher was the careful syllabication of all words spelled, and of all new words to be pronounced.

The children of the third grade, averaging about eight years of age, were taught memory gems during the morning exercises. They recited in concert the poem called "The Beautiful World," they gave a morning prayer in rhyme, and they finished learning a poem already partly committed, "Ten Little Fairies."

The fourth year pupils had a language lesson on ants, with especial attention paid to the difficult subject of paragraphing. The teacher made it very plain that each paragraph must consider but one topic, and she helped the pupils in writing by taking up just three topics: the kinds of ants, the character of their houses, and their habits.

The best work of the sixth grade was drawing. In accordance with the teacher's directions, the pupils drew lines and curves together until they had completed an oil-can. The results in some cases were nearly perfect.

The pupils in the first year of the high school were reciting on the "Lady of the Lake." Special attention was paid to paraphrasing, meanings of obscure words, the character of Scott's descriptions, and literary criticism. The work done in physics was the most interesting of the high school recitations, from the clearness and brevity of the pupils' answers, as well as their thorough understanding of the subjects considered. Lightning-rods, electroplating and electrolysis, the uses of electricity in medicine, electric lights, the microphone, the telegraph and the Leyden jar were all touched upon in the course of three quarters of an hour devoted to the recitation.

A pupil in the class in English literature was asked her idea of a true poet, and the answer was, "One who thinks he has some great message or idea to give mankind, and who does not study other people's wishes in the matter; he just does what he thinks is his duty."

These are some of the points that were especially noticed in glancing over the contents of this interesting set of books.

Queries.

1. Kindly explain why fixed stars twinkle, and why planets do not. 2. Who was the executive officer of the United States from March 4, 1789, to April 30, 1789? M.

1. The twinkling of the stars is due to the irregularities of refraction in the air traversed by the light on its way to the eye, and also to the fact that the star is optically a luminous point without apparent size—a fact which gives rise to the optical phenomenon, known as "interference." Planets which have disks measurable with a micrometer do not sensibly twinkle. 2. The government could not be said to have an executive officer until it was organized. It was the intention to organize on March 4, 1789, but traveling was so slow that it was several weeks before organization could be effected, and Washington was not sworn in until April 30.

1. If the earth were inclined 10° to the plane of its orbit what would be the width of the zones? 2. If the earth were not inclined what would be the width of the zones? 3. What is meant by Trunk Line railroads?

The torrid zone instead of being 47° wide, as at present, would be 20° wide. The frigid zones would each be 20° across, so that each of the temperate zones would be 70° wide. 2. There would be no zones at all, as we understand them. 3. A trunk line is the main line of a railroad, canal, or other route of conveyance.

1. In how many ways may an alien become a citizen of the United States? 2. What were the compromises of the constitution? 3. What was carpet-bag government? H. A. W.

1. Only one that we know of—by naturalization, either of himself or his father. 2. It was hard to suit all sections, so that the framers of the constitution had to make many compromises. One of these (to satisfy the small states) was the formation of a senate, where each state has equal representation. The states south of Virginia wished to continue the slave-trade, and this was agreed to for twenty years. 3. The control of the Southern state governments after the civil war by political adventurers from the North. So called because they were supposed to take all of their effects with them in a carpet-bag.

Books Under Way.

American Book Company.

"School Reading by Grades," by James Baldwin, Ph. D., editor of Harper's Readers and author of "Old Greek Stories," "Old Stories of the East," "The Book Lover," etc. A new and important series of reading books, constructed on a new plan.

"Natural Advanced Music Reader," by Frederic H. Ripley and Thomas Tapper, authors of the "Natural Course in Music," of which system it forms a part. Original translations of modern classics; new compositions (music and words), published for the first time; teachers' explanatory appendix, with analysis of difficulties; directions for teaching and practice.

"Third Year in French," by C. L. Syms, Bachelier et Lettres, Licencié en Droit l'Université de France.

"Physics: A Student's Manual for the Study Room and Laboratory," by Le Roy C. Cooley, Ph. D., professor of physics and chemistry in Vassar college.

"American Practical Arithmetic," by M. A. Bailey, A. M., professor of mathematics in the Kansas State normal school at Emporia, Kan.

"Graded Courses in Penmanship and Spelling," (Ward's Series Nos. 1 to 12.)

"Graded School Arithmetic," by E. H. Moore, Ph. D., professor of mathematics in Chicago university.

"Gems of School Song," by Carl Betz, supervisor of music in the public schools of Kansas City, Mo.

"A History of Japan," by R. Van Bergen.

"Grammar School Physics," by C. L. Harrington, headmaster; Dr. Julius Sach's collegiate school for boys, New York city.

"Round the World in Myth and Song," by Florence Holbrook.

D. Appleton & Co.

"The Plant World," by Frank Vincent (60 cents, net).

"The Story of Oliver Twist," edited by Ella B. Kirk, (60 cents, net).

"In Brook and Bayou," by Clara Kern Bayliss.

"Curious Homes and their Tenants," by James Carter Beard.

"Crusoe's Island," by F. A. Ober.

"The Hall of Shells," by Mrs. A. S. Hardy.

"History of Rome," by E. M. Sewell (new edition, 60 cents).

"History of Greece," by E. M. Sewell (new edition, 60 cents).

"History of England," by Frances E. Cooke (60 cents).

"History of Germany," by Kate F. Crocker (60 cents).

"A History of Ancient Greek Literature," by Gilbert Murray, M. A. (\$1.50).

"In Nature's School," by J. F. Troeger.

Silver, Burdett & Co.

"Introduction to the Study of Economics," by Charles Jesse Bullock.

"Selections for Memorial Day," from "Songs of the Nation." Paper, 10 cents.

The Macmillan Company.

"Elementary Drawing," by Miss Elizabeth Moore Hallowell. A series of practical papers for beginners.

"American History Told by Contemporaries," by Prof. Albert Bushnell Hart. Vol. I.

"Analytic Geometry for Technical Schools and Colleges," by Preston A. Lambert, M. A., Lehigh university.

"A First Book in Writing English," by Edwin Herbert Lewis, associate professor of English in Lewis institute, and in the university of Chicago.

"First Book of Physical Geography," by Prof. Ralph S. Tarr, Cornell university.

"Citizen Bird," by Mrs. Mabel Osgood Wright and Dr. Elliott Coues; with illustrations by L. A. Fuertes.

Houghton, Mifflin & Co.

"Riverside Literature Series," 106, Shakespeare's Macbeth.

Edited by Richard Grant White, and furnished with additional notes by Helen Gray Cone. 15 cents, net.

University Publishing Company.

"Standard Literature Series," No. 21. "Evangeline," with introduction and biography, by Prof. Edward Everett Hale, Jr., of Union college. (Single number, paper, 12½ cents; cloth, 20 cents.)

"Standard Literature Series," No. 22. "Little Nell," a complete story from Dickens's "Old Curiosity Shop." (Single number, paper, 12½ cents; cloth, 20 cents.)

Leach, Shewell & Sanborn.

"American Literature," by Prof. F. V. N. Painter.

"Eutropius," edited by Supt. Clark, of Lake City, Minn.

"Shakespeare's Tragedy of Macbeth," edited by Dr. J. M. Garnett.

"Cicero's de Amicitia et de Senectute," edited by Prof. Charles E. Bennett, of Cornell.

The Werner School Book Co.

"Four Great Americans," the stories of Washington, Franklin, Webster, and Lincoln.

"History and Civil Government of Iowa," by Pres. H. H. Serley, of the Iowa State normal school.

D. C. Heath & Co.

"German Lyrics and Ballads," with notes, by Prof. E. R. Ruggles, of Dartmouth college; ready in September.

"Schiller's Wilhelm Tell," school edition, with notes, and vocabulary, by Prof. R. W. Deering, Western Reserve university; ready in September.

"Goethe's Faust," Part II., edited by Prof. Calvin Thomas, of Columbia university; ready in July.

"Materials for German Composition," a second number, based on "Hoher als die Kirche," by Prof. J. T. Hatfield, of Northwestern university; ready in May.

"Elementary Scientific French Reader," by Mme. P. Mariotte Davies, Perdue university; September.

"Labiche and Martin's la Poudre aux Yeux," with notes, by Prof. B. W. Wells, University of the South; ready in May.

"Voltaire's Prose," selected and edited by Prof. Alphonse Cohn and Dr. B. D. Woodward, Columbia university; ready in June.

"First Spanish Readings," with notes and vocabulary, by Prof. J. E. Matzke, Leland Stanford university; ready in May.

"Vertical Writing Charts to Accompany the Natural System of Vertical Writing," by A. F. Newlands and R. K. Row; ready in May.

"Baumbach's Die Nonna," with notes and vocabulary, by Dr. Wilhelm Bernhardt, Washington, D. C.; ready in May.

"Drei Kleine Lustspiele," with notes, by Prof. B. W. Wells, University of the South; ready in May.

"Schiller's Der Geisterseher," with notes and vocabulary, by Prof. E. S. Joynes, South Carolina college; ready in June.

Sheldon & Co.

"Outlines of Literature, English and American," Shaw-Bacrus.

"History of the United States," Scudder. (New edition.) The entire work has been reconstructed with the purpose of making it a more practical text-book.

"New Vertical Writing," 10 numbers; 1-4 elementary course, 5-10 grammar course.

"New Standard Writing," 12 numbers; 1 tracing, 2-4 elementary course, 5-12 grammar course.

"First Lessons in Physical Science," by Elroy M. Avery, and Chas. P. Sinnott.

"Elementary Physics," by Elroy M. Avery.

A shorter course, prepared on the same lines as the "School Physics."

"Primary Word Lessons," Hunt. Arranged to illustrate the phonetic elements.

Within the last year the Werner Company has published a new series of geographies, a series of language lessons, a primary history of the United States, a series of arithmetics, a unique series of biographical booklets, and two books for supplementary reading, "Legends of the Red Children," by Miss Mara Pratt, and "The First Year Nature Reader," by Miss Katharine Beebe and Mrs. Nellie F. Kingsley.

The board of education of Madison, N. J., have awarded the contract for the heating and ventilation of a new six-room school to the Peck-Williamson Co., of Cincinnati, Ohio. There was considerable competition, but the board were satisfied as to the superior merits of the system, because of the satisfaction it has given in the past wherever it has been introduced, and that it did not take them long to come to a decision.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th Street, New York City.

The Latest Improved Hygienic Desk.

Readers of *The School Journal* will recall a report of a paper on "Vertical Script and Proper Desks as Related to Education," read by Prof. Edward R. Shaw, of New York uni-



Fig. 1.

versity, before the American Association for the advancement of physical education, in the spring of 1895, and printed in these pages on May 4 of that year. A new desk, with a slope



Fig. 2.



Fig. 3.

of 15 degrees, and with a sliding top, so as to give a minus distance of three or four inches was exhibited at the same time. Cuts of this desk appeared in *The School Journal* of May 11 and 18, 1895. The desk has been in use two years and a half, and receives the strongest endorsement from teachers as to its value in enabling pupils to keep with ease a proper posture while writing and reading. The desk, as may be seen from the illustrations, was an open desk. A closed or box desk, after two years of trial, seemed desirable. Moreover, there was one drawback to the slope of 15 degrees, as in all nature studies, where fruits, and seeds, and flowers



Fig. 4.

were examined by children upon the desk, and also for use in manual work, the slope permitted articles to slide off too easily.

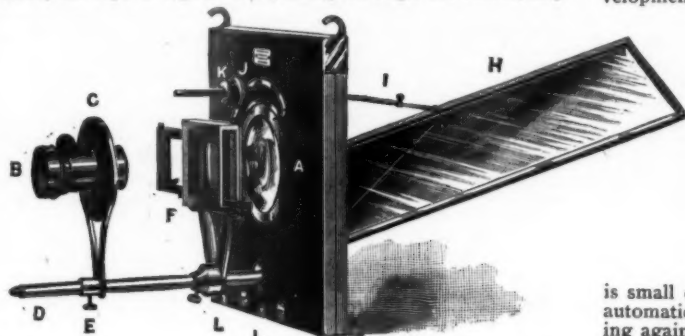
The desk was the invention of Prof. Shaw, and to overcome these two drawbacks, he has designed a new top, illustrations of which are here given. The top is attached to the Chandler Adjustable Desk and Chair.

Cut No. 1 shows the box desk closed, so as to exclude dust and to prevent books and papers from falling out when the janitor is sweeping and dusting.

Cut No. 2 shows the desk with the lid open.

Cut No. 3 shows the desk-top, as drawn down to produce minus distance of three inches, and to bring the writing nearer to the pupil.

steel springs at top and bottom, by which the slides are securely held. It is also adjustable on the rod D, held in position by thumb-screw. The body of the lantern in which the condensing lens is placed is made of well-seasoned San Domingo mahogany, constructed in sectional parts to prevent warping. The mirror H is of sufficient length and width to concentrate the sun's rays at all times of the year. This mirror is mounted in a substantial brass frame, and held securely in position at the base by heavy swivel hinges. The rod I supporting the mirror at the side is held firmly in position by large thumb-screw K. By turning the screw J the mirror may be revolved on the axis of the condensing lens, and the screw K is used to incline mirror to the proper angle. These adjustments are so fine that the slightest deviation of the light may be corrected. Thumb-screws L L pass through the board and have a bearing on two brass plates fastened on window board, which supports the lantern. By turning these screws, the rays of light, after passing through the lenses, may



be elevated or depressed, according to the location of the screen.

The lantern is finely finished in nickel-plate, with burnished brass trimmings, and is practically indestructible.

Illustrated circulars, together with full information, will be furnished by the inventors and manufacturers, A. T. Thompson & Co., 26 Bromfield street, Boston, Mass.

Wimshurst Electric Machine.

The Static Electric machine here illustrated is serviceable for experiment, at a price within the reach of all. It is a well-made, physical instrument, and will enable any one to perform all of the experiments usually found in text-books on physics. The frame is of ash, and the plates are eight inches in diameter. It will give a spark one inch in length under any



atmospheric conditions, while sparks two inches in length have been obtained. The full strength of the electricity may be taken through any part of the body without danger.

Complete set of parts, including two Leyden jars, book of experiments, and instructions for putting together, \$3.50.

The machine is made by the Mianus Electric Co., Mianus, Conn.

Water Colors for Schools.

The Prang Educational Company have prepared a simple outfit of dry water-colors, arranged for the elementary work of school children. The cakes of color can be easily distributed, collected, and protected from damage. Box No. 1 contains three cakes, of fine quality and extra large size, one each of carmine, ultramarine, and mineral yellow. The colors work easily and smoothly, and mix readily into secondaries, tertiaries, and intermediate and broken colors. These are put up in tin boxes with hinged covers. Two quill brushes, with wooden handles, are included in each box.

For the assistance of teachers who have their pupils practice in laying flat washes and graded washes within given out-

lines twenty-eight figures have been lightly printed on heavy, white paper, suitable for work in water color. The sheets are 6 x 6, one figure only on each sheet. Among these figures are the circle, square, oblong, trefoil, Latin, Greek, and Maltese crosses, shield, star, hexagon, rosette, fleur-de-lis, and several kinds of simple borders.

For the correlation of color study, history, and geography the flags of all nations are printed in correct colors, forty flags on a sheet. These can be cut into forty small cards for water-color work on the national flags. Further information will be furnished upon application to the Prang Educational Company, 646 Washington street, Boston.

Physical Exerciser.

The Whitely Exerciser is a health-promoting device which is adaptable to every known movement required in physical development. The apparatus weighs less than two pounds, and



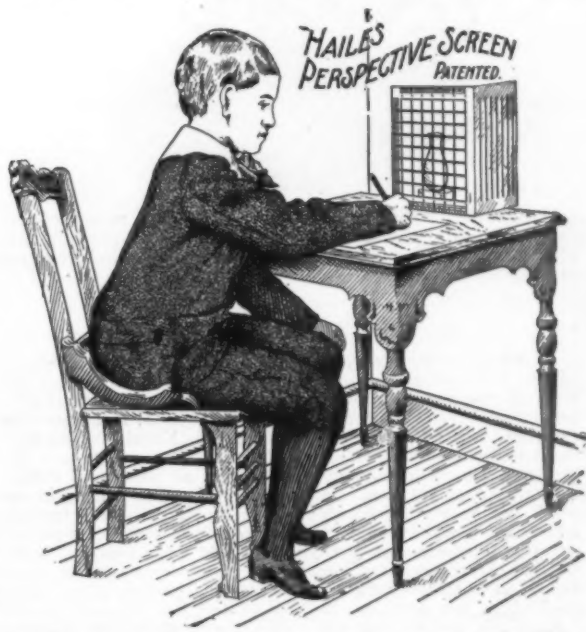
is small enough to be carried in the pocket. It adjusts itself automatically to the strength of the person using it, so protecting against over-exertion.

As a machine, it is noiseless, being constructed entirely of elastic cable, running over fine, cone-bearing pulleys. It can be suspended anywhere in a few minutes without injuring the woodwork, and is provided with means for attaching to the hinges of a door.

The Whitely Exerciser Co., 153 Lake street, Chicago, are the manufacturers.

Hale's Perspective Drawing Schemes.

Hailes' Perspective Drawing Screen is the largest and most scientific help of the drawing teacher, and will save many hours of talk, for, by its aid, the student is enabled to see at a single glance what a book full of rules and a hundred examples fail to impress. The invention is designed for object drawing, sketching from nature, copying, enlarging, and reducing, and does all of this admirably. Every drawing teacher knows that it is extremely difficult to make children understand and see foreshortening and convergence of lines and surfaces; the want of a simple device which would demonstrate the principles of perspective has long been felt. This invention will save the



teacher many hours of explanation, for, by its aid, the student is enabled to see at a single glance what a book full of rules and many examples would fail to impress.

The screen consists of a sheet of cardboard, 10 by 16,

folded upon its shorter diameter, and when in use it is set upon its edge, opened at an angle of ninety degrees. One side is perforated with forty-eight square openings, leaving cross lines at intervals of one inch, which constitutes the "sighting member." A series of seven narrow slots, one inch apart, are cut through the back, making the marking member of stencil, which is used for checking the paper on which the drawing is to be made. The object is viewed through the sighting member, and the student, by observing the lines that cross it, is enabled to follow the corresponding lines upon his paper.

The invention, although new, has already had a large sale, and has been adopted by the board of public education of the city of Albany. It is endorsed by the state superintendent of public instruction and other competent judges. The screen is patented. The owners and manufacturers are Manning & Ruso, 39 and 41 Columbia street, Albany, N. Y., who solicit correspondence.

Number, Alphabet, and Color Sewing Cards.

This new device is designed as an aid in the teaching of numbers, letters, and colors to children in the advanced classes in the kindergarten, the primary department, and the home. The cards are printed in the six standard colors, one in green, for example, another in blue. The figures on all the cards are made of dotted lines, to be perforated for sewing.

Series A comprises twenty cards, of which six represent objects and figures, the remainder, letters and figures. For example, one card has at the top a group of four oranges, then one orange, then five, and under these, in figures of orange, $4 + 1 = 5$.

Series B consists of fourteen cards, representing colored letters and figures, the groups to be subtracted, instead of added, as in series A. The cards of the third series represent figures only, or abstract work, in simple subtraction.

The fourth series of figures only introduces simple division, while the last series comprises four cards, representing figures, words and colored objects.

The cards are made from superior stock, and are finely lithographed. They are inclosed in a cardboard case, together with a pamphlet containing suggestions as to their use.

For further particulars, address Williams & Rogers, publishers, Chicago, Ill.

A New Typewriter.

The accompanying cut shows the new No. 2 typewriter of the Smith Premier Typewriter Co., Syracuse, N. Y. Some features of this machine are a ball-bearing carriage, a type-cleaning mechanism, which is a part of the machine, compound automatic ribbon feed, removable platen, straight-line



keyboard, single scale, and swinging platen, wide type-bar bearings, and steel rocking-shaft. All these points are fully explained in the new catalogue, which the manufacturers are sending out to all who apply.

A Great Encyclopedia.

It is scarcely necessary to refer in detail to the excellencies of the "Encyclopedia Britannica;" it is known wherever the English language is spoken for its scholarship, thoroughness, and completeness. It treats of 250,000 subjects; it has steadily improved since the first edition in 1771. Keeping pace with the century's intellectual growth, the Britannica presents the gathered knowledge of the world. It is as good as a library of a thousand volumes. Many have wanted this magnificent work, but have not been able to buy it. Here is an offer that will bring it within the reach of many for the special limited edition that has been issued: Style A—"The Encyclopedia," without the American supplement, with the twenty-four volumes bound in twelve, strongly bound in English silk cloth, marbled edges, per set, \$25. Style B—"The Encyclopedia," with "American Supplement and Index," with the thirty volumes bound in fifteen, \$30. A large reduction is also made in the price of the regular thirty-volume edition of the work. Write for particulars to Henry G. Allen & Co., 156 Fifth avenue, New York.

Interesting Notes.

Gathered from School Reports.

Covington, Ky.—The kindergartens, now a part of the public school system, although in existence but a short time, have grown in favor so much that there is a strong demand for the establishment of more such schools. There are at present three kindergartens, with six teachers employed. The total enrollment is 407, with an average daily attendance of 189.

Supt. Morris states that the course of study as now laid down will be rigidly carried out. He says that few of the pupils are injured by overwork in the school-room; that the cases of nervous prostration of children from being overtaxed are few and far between. What parents most need to learn, is not to urge the promotion of their children to classes beyond their powers. The judgment of the teacher, as to the ability of the pupil to do work in a higher grade, should be final. The promotion of a great number of pupils is by no means a criterion by which to judge of the efficiency of a teacher.

Newport, Ky.—The finances of the city were in such a condition that the board of education concluded to make an equitable reduction of salaries, until they are able to return to the former schedule. The course of study has been changed, in accordance with the recommendation of the "committee of ten," so that the study of civics has been introduced into the last half of the eighth year of school. At the beginning of the next school year the study of German will be dropped in all grades below the high school.

Philadelphia.—The annual report of President Gratz of the board of education contains several recommendations and suggestions, among which is one for the alteration in the by-laws governing the qualification of teachers. Raising the standard of qualification will exclude from the eligible ranks all persons who have not received a high school education or its equivalent.

No active steps have been taken toward the enforcement of the compulsory educational law. The reasons for this are three-fold. In many localities the children of school age outnumber the accommodations for pupils. Another difficulty arises from the fact that parents or guardians have the right to choose the school which their children shall attend.

The compulsory education law is handicapped by another law, which prohibits children who have not been successfully vaccinated from attending school.

President Gratz strongly favors the Teachers' Aid Association. In his opinion, the board of education should urge the sectional boards not to elect any teacher who has not become a member, nor continue one who withdraws from the association.

Bath, Me.—In his annual report, Supt. Winslow recommends a change in the teaching of reading from the sentence method, in use at the present time, to the word method. He considers that the child needs, not ready-made thoughts, but precepts or individual ideas. As soon as the child knows a few words with the mental images suggested by these he will combine the images himself, and so do his own thinking, giving expression to his thoughts in sentences.

The city has made a great effort to keep up with the times, and has made long strides forward in educational work. The teachers are imbued with the progressive spirit.

In order to get as close as possible to first principles they have begun the study of the science of mind and the science of teaching in connection with their work. The interest of the teachers has deepened wonderfully since their reading circle was started. The results of this study have been very encouraging, especially in regard to the number work in the primary grades.

Supt. Winslow calls attention to the inadequacy of the present school accommodations, and advises the building of an eight-room school-house.

It is hoped that before long the city may see the way clear for the establishment of a manual training school.

Reading, Mass.—A fine new school building has been erected, and schools from other buildings have been moved to this central one. Many advantages are expected from the change—the more careful and frequent grading of pupils, more unity in carrying out the various studies, better supervision, etc. In the new building much attention has been paid to the lighting. The main light comes from the left of all pupils when seated, and in the rooms which are lighted from two sides rear windows are provided, elevated above the heads of the pupils, thus avoiding cross lights. No blackboards are placed on the walls from which the main light comes, thus preventing injury to the eyes. The walls of the class-rooms are of a soft, greenish tint, toning the light and preventing reflection.

Vertical writing has been introduced into the four lower grades, and its adoption in the higher grades being optional, with the understanding that if the system is once adopted its continuance shall be compulsory.



Sultan Peak, Rocky Mountains.

A Notable New Geography



TITLES are easier to assume than to live up to, but in adopting the term "Natural" for the new Elementary Geography of that name, just published by the American Book Company, the term seems fittingly to express the method of the book. Certainly the mental process through which the child most readily acquires knowledge has been constantly before the author in the preparation of this work. The pedagogy of the subject has dominated the treatment.

In a study embracing such a wide range of knowledge as does the modern science of geography great discrimination must be shown, not alone in selecting subject matter, but in method of presentation. Matter and method alike are all that could be desired, and no other title could have expressed so well the method of the book.

Authorship

Jacques W. Redway, F. R. G. S., well known as a thoroughly trained geographer, had in the preparation of this work the invaluable assistance of Miss Louise Connolly, of the Washington (D. C.) public schools, and of Miss Mathilde Coffin, of Detroit, the well-known expert in primary methods, besides the active co-operation of numerous other school principals, teachers and assistants.

Principles

The basal principles of the book are those enunciated by the Committee of Fifteen in their Report on Elementary Instruction. It therefore follows that the book differs in scope and plan from all other existing elementary geographies. As Dr. Wm. T. Harris, United

States Commissioner of Education, writes in a letter which is at once an indorsement of this book and a masterly statement of the whole philosophy of geographical instruction—"School geography should treat of the earth as the home of man; hence it should lay special stress on the countries in which civilization arose and over which civilization has spread.

"In the school geography the child must commence with his habitat and study the forms of nature and proceed from their present appearance to their explanation through the geological processes. But such a book must also show how man has taken advantage of these things and what railroads, what water communication, what agricultural machinery, what agriculture and mining and commerce have done to connect this habitat with the rest of the world.

"The differences of man as a natural and spiritual being, namely his races, his habits of life, degrees of civilization, languages, religions, occupations, in short his ability to conquer nature and make it available, all these things belong to the human side of geography and should have perhaps even more stress laid upon them than upon the explanation of natural forms by geology. But we must not choose one of them to the neglect of the other, we must have both.

"I congratulate you that in this elementary book you have combined these topics in a proper manner and on a plan well adapted for the school grades in which the book is to be used, and I look with great interest for the next number of your series, hoping to find in it an exposition of the elementary ideas of social science as



The sea is full of floating fields of ice.

well as a compend of the most recent results in the study of physical geography."

First Geographical Ideas

The Natural Elementary Geography first develops the idea of direction from the child's own environment in the school-room. It establishes fundamental geographical concepts by imaginary journeys east, west, north and south, and these journeys soon lead to a general

knowledge of the earth as a whole. From this general knowledge a study of each continent, beginning with our own, naturally follows.

History Correlated

History is correlated with geography in a way never before attempted. The two are interwoven in such a manner as to make each the servant of the other. This is notably true in the treatment of North America and particularly of the United States. When it is remembered that our own country has been settled and developed wholly within historic times, it will readily be seen how important an element history may be made to play in the study of the geography of the country.

Divisions of the United States

The various sections of the United States are grouped for purposes of study according to their activities, pursuits, industries and physical resemblances. Thus the reasoning faculties of the child are employed in a rational study of his own country, and related facts support each other and arrange and classify themselves in the child's mind. He not only *learns* geography, but *knows* it; or, to quote Prof. George C. Purington, Principal of the State Normal School, Farmington, Me.:



We cannot pass through until we have cut a path.

languages of the people (pages 92-93)."

Correlation and Comparison

At the end of each division of the subject a series of correlations and comparisons are given which serve a new purpose in a geographical text-book. From these questions and the groups of facts brought out by them comes a larger knowledge than can be obtained by a less skillful method of study.

Miss Anna Badlam, in writing of the work, says: "I recognize the superiority of this book not only in its general scope, but in the arrangement of details. I like the easy, 'chatty' style of the lessons and the frequent introductions of pertinent questions leading to real interest (hence real thought on the part of the child) and the impulse to search upon the map the symbol of what his mind is busied with. I like the suggestive topical reviews, so well adapted for language and composition work."

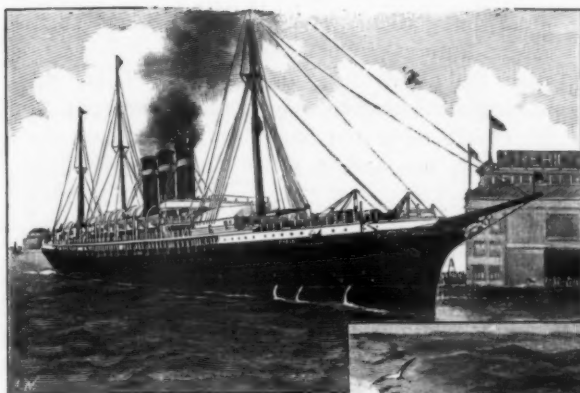
Many teachers who have been attempting to make use of geography as an aid in language work will welcome the help they get in this direction from the Natural Elementary Geography.

Interesting Matter

But too much should not be said of the method of the



Such a place is called a plain.



We will get on a great steamship.

book, lest the reader may suppose that it is mechanical and uninteresting. Such is not the fact. On this point Miss Finch Principal of the Training School at Lewiston, Me., says: "So, as I read here and there in this modern geography, I become a child again and feel a greater fascination than of old, thinking all the while of the delight, information and true geographic education in store for the boys and girls who should be so fortunate as to use this book."

This is a feeling that seems also to have appealed very strongly to the Hon. G. R. Glenn, State School Commissioner of the State of Georgia, who writes: "I have examined the Natural Elementary Geography with more than ordinary interest. I am sure that this book will mark an epoch in the history of school geographies. Written for the most part in Anglo-Saxon monosyllables, it goes without saying that the text will be readily comprehended by the children of the grades for which it is intended. The subject matter is so well chosen and the story so charmingly told with so many natural and attractive illustrations, that I would not be surprised to learn that most of the children will read the book from cover to cover as they do the story books placed in their hands. Certainly there will be no trouble on the part of the teacher in keeping up the 'interest and self-activity' where this geography is used. The book is valuable by reason of what it suggests, as well as from what it contains. It will suggest a great deal more on every page than is actually printed on the page itself. This to my mind is one of its most valuable features."

"I congratulate the author very sincerely on his success in bringing together the very latest and best practical thought on the subject; and I congratulate your great house just as sincerely for the splendid triumph that you have won in the mechanical execution of your work."

On the same subject, Principal W. Freeland, Harvard School, New York City, has this to say: "I find the Natural Elementary Geography a book most admirably adapted to the young mind, and one calculated to interest and instruct. With it the pupil is guided by a golden thread along a path of useful knowledge. It is an immense addition to the cause of primary instruction. I regard it as the finest elementary

work of the many I have of late years examined. I shall introduce it."

Not Mechanical

It avoids mechanical forms; there are no long



The high waves sometimes dash over the ship.

lists of "map questions;" but the few introduced accompany the description of the country or feature with which they deal, and are calculated to develop knowledge, not to present tasks for memorizing.

Inter-Relation of Countries

Each country is studied as related to others. New knowledge is compared with old, the unknown with the known, and at all points the child is appealed to through his interests. To quote Superintendent Powell, of Washington: "The steps in the book are not only possible, but very easy. Each additional step is taken by the aid of previous experience; each additional fact is acquired by the aid of facts already in possession; thus is each additional fact added to the nucleus or nuclei by whose interpreting aid it was secured and learned. The book should not only give a child a knowledge of geography, but should make him a skillful getter of geographical knowledge."

New Idea in Maps

In the maps the publishers have accomplished something never before attempted in a geography! Corresponding maps are on the same scale; thus the comparative areas of the United States and of European countries may be compared and a real knowledge of the facts obtained for the first time in a geographical text-book. France and Texas present to the eye the fact that they are of substantially the same area. No teacher will fail to appreciate the advantage of this feature.

Practicable as well as New

Attempts at improvement are always laudable, but it is easier to make the trial than to succeed. Prin. Williams, of the Dwight School, New York City, writes: "The book is especially welcome to me for the reason that I have tried a number of the newer geographies and have found none satisfactory. This seems to me to combine most happily the human element with the physical element, with the greater emphasis (as is proper) laid on the former. I believe that it will prove a practical text-book, and I have decided to use it in my present class."



Turkish water carrier.

Dr. John S. White, Head Master of the Berkeley School, New York City, expresses a similar opinion, as follows: So pleased are my teachers and so pleased am I with the Natural Elementary Geography, embodying, as it seems to do, all the best points of the new idea in teaching of geography, combined with the best of the old, that I have decided to adopt it as a regular text-

book in the Berkeley School for the coming year."

Statistics Illustrated

A novel feature and one of much practical value is the way in which a knowledge of the distribution of population in different countries is conveyed through the eye. Outline maps are given and by an ingenious arrangement the dots on these are made to "show where the most people live." This idea is original, and not to be found in any other geography.

Maps and Illustrations

Reference has been made to the scale of the maps. It remains to be observed that for beauty, clearness, and attractive coloring these maps have no superiors—if indeed they have been equalled. The illustrations, which are numerous and artistic have all been introduced for a useful purpose as an aid in elucidating the text. There is not a picture in the book merely to fill space. Nearly all the illustrations have been reproduced from photographs, and are therefore accurate and reliable, besides being excellent engravings, apt in significance. Miss Anna S. Low, Columbia Grammar School, New York City, says: "The extremely well-chosen maps and illustrations cannot fail to be of great help to both teacher and pupil."

Definitions

It is to be noted that the Natural Elementary Geography gives no series of definitions merely for their own sake, to be mechanically committed to memory, but introduces them only as they are needed in the natural unfolding of the subject. Such a treatment cannot fail to command the respect of all thoughtful students of education.

Our Own Country First

Another illustration of "natural" treatment is afforded in the study of the relief of continents. The

water-sheds, river systems, valleys, basins and other natural features of North America are studied by themselves and as affecting this continent. These ideas, as relating to his own country, are made perfectly clear to the child's mind first, and then the features of other continents are studied as they occur logically in the course.

Balance

The function of an elementary geography is to sketch a bold but simple outline for future elaboration. In order to do this satisfactorily, and to carry out the ideas upon which this geography is based, the maintenance of just perspective and proper proportion is indispensable. In this connection another quotation from Supt. Bouton is timely. He says of the Natural Elementary Geography: "The balance between the physical world and human interests and agencies seems to me the natural and proper one. Among the features most to be commended is the broad method of treatment by which the attention of pupils is directed to general and essential facts rather than petty details. This is likely to result in the retention of more actual knowledge by the pupils as well as a broader and more fruitful conception of the entire subject."

Summary

Based on pedagogical ideas that are new, fundamental and thoroughly sound; treated by authors of wide repute and experience, peculiarly fitted for the work; developing the subject by natural and thoroughly scientific methods, aided by novel mechanical and artistic features unknown to other elementary geographies; interesting and graphic in style; accurate in statement and precise in definition; well balanced; easily

understood and easily taught, the Natural Elementary Geography not only meets the unqualified approval of progressive educators, but marks a new era in the elementary teaching and study of geography. But descriptions, however accurate and minute, are necessarily inadequate and cannot take the place of a careful perusal and examination of the book itself. To such an inspection officers are cordially invited.

The Natural Elementary Geography will be sent prepaid to any address on receipt of price, sixty cents.

For illustrated descriptive circular (mailed free on request) and for introduction terms address the publishers,



A Japanese carriage or jinrikisha.



Greek in native dress.

AMERICAN BOOK COMPANY

NEW YORK, CINCINNATI, CHICAGO, BOSTON, ATLANTA and PORTLAND.

A Summer's Trip to Europe.



THAT travel is a great educator is a saying as old as travel itself.

The broadening of the mental horizon and the development of the ability to distinguish between artistic and intellectual standards is in no other way so perfectly and pleasantly attained as by a voyage to Europe.

The mightiest forces of Nature have been harnessed by man and dedicated by the genius of mechanical and engineering science to his own uses. Accomplishments which but a few generations ago would have been considered miracles are in this era of stupendous achievements regarded as commonplace. And yet they are none the less wonderful when held in comparison with the past.

No one ever makes the trip to the lands across the sea, if that trip is made with improvement in view, but that the results are beneficial physically and intellectually.

As for rest and change, there is nothing which can be compared to a voyage upon one of the modern and comfortable ocean steamships. All of the conditions make for health and recuperation. The breezes which come across the waters are invigorating and laden with a tonic full of the ozone of old ocean. It brings roses to pallid cheeks, and an appetite the length and breadth of which is known only to those who have had the experience of eating four good meals a day at sea, with lunches thrown in between.

Then the charm of the voyage! What pen has ever conveyed an adequate idea of the delights of the perfect freedom from the cares and details of every-day life on shore, and the utter relinquishment of every thought of schoolroom, counting-room, or office? The great ship becomes a world in itself of which the voyager is a newly-made citizen. New and delightful acquaintances are made among congenial people, and new scenes and incidents occupy the mind.

But a few short decades have elapsed since Robert Fulton discovered the uses of steam as a motive power. Even fewer since mechanical science made

known the better value of steel and iron over wood for marine structural purposes. It is within the easy memory of the present generation that the navigation of the ocean has been brought to such perfection that a man on either side of the Atlantic may make an appointment on the other and meet it with as much certainty as he would were the journey to be made by rail between two cities.

In all these advancements, in all the epoch-making accomplishments in navigation, the North German Lloyd, one of the largest steamship companies in the world, has been a leader. The history of this company is identical with the history of marine development. To-day its enormous fleet stands as an exponent of all that is masterly and all that is advanced in the lines of superior construction, perfect navigation, and ideal treatment of its passengers, and its stately ships mark watery courses to the four quarters of the globe.

The North German Lloyd had its beginning in 1857, when the already established shipping interests of Bremen were amalgamated in order that, as the leading spirit in the enterprise, Mr. H. H. Meier, expressed it, there might be a common and more ambitious purpose.

The first steamship of the company to cross the ocean was the "Bremen." She brought over twenty-two cabin passengers. Since that day more than three and a half millions have been safely transported, and during the past year sixty-eight thousand were landed in the port of New York alone by the North German Lloyd.



One of the new North German Lloyd Twin-screw Steamships on the Passenger Service between New York and Bremen direct, calling at Southampton during the Season.

Mark the contrast!

The service of the North German Lloyd to-day embraces three distinct lines between Bremen and the United States—two to New York and one to Baltimore, and another line between New York and the Mediterranean ports via Gibraltar. South America is connected with Bremen by two lines—one via Antwerp, Lisbon, and Bahia to Rio Janeiro and Santos, Brazil; and a second to Montevideo and Buenos Ayres, Argentine Republic, via Antwerp and Southampton, Coruña and Vigo, Spain.

The Eastern Service of the company, upon which some of its most modern steamships are employed, includes a line from Bremen to Hong Kong and Shanghai, China, via Antwerp, Southampton, Genoa, Naples, the Suez Canal, Colombo, Ceylon, and Singapore, Straits Settlements, with a branch from Hong Kong to Yokohama.

Another thoroughly high-class service, distinct from the above, is maintained between Bremen, via Antwerp, Southampton, Genoa, Naples, the Suez Canal, Colombo, Adelaide, Melbourne, and Sydney, Australia.

Other steamships of the company ply regularly between Bremen and English ports.

Upon the various lines fifty-seven first-class steamships with a tonnage of 275,000 tons, are, or will be this year, in commission, twenty-three of them having been built by the company, with special reference to the service they were to perform, since 1892. Obviously, therefore, the majestic fleet of the North German Lloyd is not only among the



Off for Foreign Shores.



A Quiet Nook.



The Grand Staircase on one of the new North German Lloyd Twin-screw Passenger-steamships.

known as the "Twin-Screw Passenger Service," with sailings every Thursday, and the other as the "Express Fast Mail Service," offering regular sailings every Tuesday, and during the travelling season every alternate Saturday as well.

Four of the most recently constructed ships, the "Friedrich der Grosse," the "Barbarossa," the "Koenigin Luise" and the "Bremen," have been placed in what is termed the regular TWIN-SCREW PASSENGER SERVICE between New York and Bremen, via Southampton. They will be supplemented during the travelling season by the twin-screw steamship "Prinz Regent Luitpold," of 6300 tons and 5500 horse-power, specially constructed for the Imperial Mail Service of the North German Lloyd to the East.

The advent of this quartette of magnificent new twin-screw ships marks a distinct epoch in ocean navigation. Each of them is 10,600 tons register, with 7000 horse-power. Each has a total length of 550 feet and breadth of 60 feet, and each is a model, typical of what engineering and mechanical skill in these days of advanced marine building science can produce.



Doing the "Three Miles" on Deck.

largest, but what is of more importance, it is also among the most modern.

There is a double service, and during the travelling season a triple service, maintained between New York and Bremen. One is

stories, in which the accommodations for the cabin passengers are placed. This gives the ships a distinguishing appearance from any others now in service. So ample has been the provision made for passengers that 175 first-cabin, 76 second-cabin, and a large number of steerage passengers may be carried. There are two spacious promenade decks, one above the other. Each extends the full length of the superstructure, with passageways across from one side to the other. The lower one of these decks is partly for second-cabin passengers. Each class has its own wide deck, extending along the side of the ship for more than two hundred feet, and of sufficient breadth to allow promenading between the rail and the rows of steamer-chairs.

Upon the first deck of the superstructure, which extends from side to side of the ship, there are in addition to the comfortable staterooms a number of handsomely furnished and spacious bath and toilet rooms, officers' quarters, and two large well-lighted baggage-rooms for first and second cabin, so arranged that passengers may have free access to their baggage at any time. This arrangement is a new one, and will be very much appreciated by all travelers. In addition to these features there are on these decks three large galleys, equipped with the most modern culinary appliances.

Upon the deck above this one are the magnificently furnished dining-rooms, one occupying the extreme forward end of the deck-house and the other one aft. Adjoining the latter is one of the smoking-rooms, a sumptuous apartment,

handsomely upholstered, with every accessory for comfort and ease, and a ladies' cabin, each opening out upon the promenade deck. Between the two dining-rooms on this deck are first-cabin staterooms.

Above this deck is still another deck, containing in its forward part another beautifully decorated and luxuriously furnished cabin for ladies. The captain's room, a smoking-room, so handsomely furnished that it might be taken for a lounging-room of some prosperous



The Ladies' Reception-rooms are decorated in White and Gold.

metropolitan club, and a number of first-cabin staterooms occupy the remainder of the space.

All around this deck-house, as around the one below, extends the broad promenade deck, protected from the weather on the lower deck by the deck above, and on the upper deck by a light wooden awning. Above this are suspended upon davits the numerous lifeboats and rafts.

Life on an ocean steamer is so largely spent in the open air that much of the real comfort and pleasure of a voyage depends upon the size of the promenade deck. In these steamers the decks are not only unusually broad, but of great length. Even in rough weather passengers are enabled to make themselves perfectly comfortable, as the steamer chairs may be arranged far back from the rail, where they are fully protected from rain and flying spray. During the evening the promenade-decks, as in fact every portion of the great steamer, are brilliantly illuminated with electric lights, kept aglow by dynamos of enormous power.

As all of the staterooms are situated so far above the water, it enables the passengers to keep port-holes open in almost all kinds of weather. Many of them are furnished with an iron bedstead, sofa, bureau, wardrobe, and washstand.

On these steamers the promenade-deck rooms are provided with large square windows about 25 inches by 20 inches. The windows themselves are swung on a vertical

pivot, which enables them to be used as ventilators. The air striking the projecting part of the window is forced into the room.

A large number of the rooms are arranged for one passen-

colorings of the paintings with the green leather upholstery is surpassingly beautiful.

Throughout the cabin and staterooms the silk draperies and heavy carpetings and rugs have been selected with



The First-cabin Dining-saloons are finished in Light Wood and Exquisitely Decorated.

ger only, so that a lady or gentleman traveling alone may avoid the necessity of having an enforced *compagnon du voyage*. There are also several *cabines de luxe* of royal furnishing and decoration.

Each stateroom has electric lights, and bells connecting with the steward's department, and as there is a small army of the latter always on duty, the passenger's wants are promptly and courteously attended to. There is also attached to each steamer a competent physician, whose time is at the service of any passenger requiring his attention.

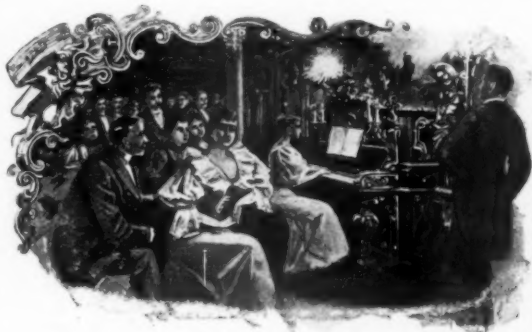
The dining saloons, ladies' cabins, and smoking-rooms are illustrative of the high degree of perfection which has

marked taste, and blend perfectly with the other furnishings and decorations. The piano and sideboards match the interior woodwork in finish.

The upper smoking-room is unusually large and high. Its woodwork is polished, light-colored oak, in German Renaissance style. Deep and luxurious padded couches upholstered in reddish-brown leather occupy the sides of the room, with several ornamental partitions running at right angles, making separate compartments, which are provided with tables and chairs.

The matter of ventilation has been given special and careful attention, and the most approved and modern scientific appliances have been adopted. The policy of the North German Lloyd has always been to give the passengers rather than the cargo consideration in the matter of space allotments. Its ships have long been known among the most experienced travelers as being unexcelled in this respect. In these new ships, in which it is designed to carry the maximum of cargo, the company has happily solved the problem of passenger accommodations by the development of the superstructure plan. By this means enormous cargo capacity is secured and the passengers are provided with better lighted and less cramped quarters higher up out of the hull of the ship.

Considered from the structural and marine architectural



People at the Piano.

been attained in the line of interior cabinet work and mural decoration.

The woodwork is of ivory tint, a radical departure from the style of the older ships of the line, and the panels upon the side walls and ceilings contain exquisite examples of modern art done in oil by German artists of recognized reputation. Many of the large paintings are allegorical in nature, while the friezes and smaller pictures are of symbolical figure. In the dining saloons the *ensemble* is particularly effective and brilliant. The forward saloon is decorated in Queen Anne style, and in appearance is particularly pleasing, light, and airy. A large glass cupola crowns the center of the ceiling, and its sides are exquisitely decorated with mirrors, sculptures, and paintings. The mellow light which it supplies softens the interior decorations, so that the combination of the ivory-white, old-gold, and the more brilliant



A Glimpse of the Ladies' Reception-room.



Pastime on Deck while at Sea.

standpoint, these steamships are magnificent types of modern shipbuilding science.

Their high superstructures amidships, their great smokestacks, and two stout steel masts make them towering giants among other ocean-going craft. Many other steamships are as pigmies beside them, and there are but few ocean passenger-ships in service anywhere which eclipse them in length.

The horse-power required to drive the twin screws which propel these great ships is generated by two well-balanced quadruple-expansion engines on four cranks. As they are not intended to be marine flyers, only 7000 horse-power will be developed. The "Bremen," however, one of the quartette, has 8000 horse-power, and has a speed one knot faster than the "Friedrich der Grosse," the "Barbarossa," or the "Koenigin Luise."

Each of the ships has four steel decks, in addition to a double bottom covering their entire length; transversely they are divided into thirteen water-tight compartments by twelve exceedingly strong bulkheads, extending all the way to the upper deck. It has been satisfactorily demonstrated that two of these could be filled without endangering the safety of the ship. Only enough doors have been placed in these bulkheads to meet the absolute necessities, and suffi-

cient pumps of enormous capacity are provided to meet any emergency.

The officers in command of these new steamships were selected from among those who have been longest in the company's service. They are all experienced seamen of the most intelligent type, modern navigators who have not only passed, as is required by the German laws, several severe examinations in the nautical schools of Germany, but who have had many years of practical experience. The crews have been selected man by man with especial reference to sobriety, experience, and intelligence.

These new twin-screw passenger-steamers offer every comfort and luxury at a price which is more moderate than on the fast express steamers of the North German Lloyd, and while the passenger embarking on these leviathans will be two days longer at sea than on the express steamers, he will never regret the additional time spent at sea on these fine vessels.

OELRICHS & Co., 2 Bowling Green, New York.

H. CLAUSSENIUS & Co., 80 Fifth Avenue, Chicago, Ill.

LOUIS H. MEYER, 45 South Third Street, Philadelphia.

C. THEO. GUETHING 83 State Street, Boston.



The Promenade Decks, of which there are two, are unusually Long and Broad.



"Home Again from Foreign Shores."

SUMMER SCHOOL GUIDE.

1897.

Choosing a Summer School.

By Charles B. Bliss.

Within the last few years both the universities and the teachers of America have begun to realize the educational opportunities of our long summer vacations.

On the one hand are hundreds and thousands of teachers who are deeply conscious of the responsibility of their position, and are anxious to prepare themselves for better work. Not many of these are so fortunate that they can give up their work for one, two, or three years to take advantage of the professional courses in pedagogy, which are being so rapidly developed by the universities.

On the other hand are all the laboratories, libraries, and costly equipments of our normal schools, colleges, and universities all over the country, lying idle during these same summer months.

Harvard saw the opportunity and offered summer courses twenty years ago. But new ideas grow slowly. Up to 1892 eight colleges and universities had offered summer courses. That year four more were added to the list; in 1894, six; in 1895, four. Last year the increase was probably still greater, until during the present summer courses will be offered by over thirty colleges and universities in different parts of the country. And all of these schools, notwithstanding the increase in numbers, report a constant and rapid increase in the number of students from year to year. Surely the summer work of universities in this country has long since passed the experimental stage.

Owing to the rapid increase in the number of summer courses, the problem comes to many teachers not whether to take a summer course or not, but which one to take—altogether there are some two hundred summer schools in the country of one kind and another, ranging all the way from real estate advertisements to the regular session of a university; from one or two days to six, or even twelve weeks. Other things being equal, the courses offered by colleges and universities of good standing will, in most cases, receive the preference. But even then there are thirty schools to choose from.

Many naturally go to the school which has been attended by their friends in former years, and from which they have brought back good reports. Others find themselves influenced by advertisements and various other considerations. For most persons there is the limit of distance. Few can go from California to attend a summer school in the East, and few can go from New York to attend a summer course in Colorado or California. Yet, many prefer to attend a school at some distance rather than one in the immediate neighborhood, thus getting something of a change in their environment. Some want to go to the mountains, some to the seashore, and others to the city.

Some take the opportunity to attend different schools each year, and so get something of the benefits of the German system of rotation, becoming acquainted with the spirit, methods, and men of the different summer schools. One student enrolled in the New York university courses for the coming summer has already attended three university summer schools. Others seem

to catch something of the local college spirit, and come back to the same place summer after summer. Some of the schools so arrange their work that consecutive courses can be taken in the same subject in successive years.

The length of the session is a factor which, in many cases, decides the kind of a summer course one will take. Many think that they are unable after the year's work to take a six weeks' college course during the summer. But it is the writer's experience, that the shorter course, with constant listening to lectures, and straining of the attention to absorb as much as possible in a few hours, or in a few days, is far more wearing than a six weeks' session where the method of work is varied, and where plenty of time is taken for rest from day to day. One hears far more complaint of fatigue and exhaustion at the close of a three days' session of the N. E. A. than during six weeks of summer college work, while at the end of this session students, as a rule, feel better and more rested than at the beginning. For the ordinary teacher this is a complete change and relaxation. It is work in which they are intensely interested, and interest is not fatiguing. It gives them the opportunity for which they are looking in vain during the year. For, no matter how anxious one may be to keep up his studies, one who is teaching twenty or thirty hours a week has but very little time left for study. The routine of the class-room wears on one. Freedom for study and research is invigorating.

The matter of expense, aside from traveling expenses, is of minor importance in deciding between the different schools. In all of the schools the tuition fees are small. Room and board are provided at reasonable rates, which bring the total cost of a six weeks' session below that of the most moderate summer resort.

The main point to be considered is the individual course which the student desires to take. Different schools offer work in different subjects, and the same schools offer work in different subjects in different years. Different schools take up different parts of the same subject, and treat the same subject in different ways. One school may be especially strong in one branch and another in another branch. The summer student, as a rule, is a specialist, and is not taking this work for general culture. Many of them are normal school or college graduates. They wish to prepare for better work in the particular line in which they have been called upon to teach.

It is the experience of college men, that by confining their attention to one subject they can accomplish more in six weeks than in the average college elective course extending through the year. Four hours a day for six weeks means much more than four hours a week for thirty weeks.

One who has any thought of summer work should certainly send for the circulars of the various schools which it is possible for them to attend, and carefully compare the different courses offered. The "Summer School Bulletin," published by the New York board of regents, offers an excellent summary and comparison of all the different summer schools, both in this and other countries.

School of Pedagogy, New York University.

1897-CHAUTAUQUA-1897



The Famous Summer Town on Chautauqua Lake, N. Y.

Chautauqua is situated at the head of Chautauqua Lake in Western New York, only two hours from Buffalo and affords all the advantages of a summer resort amid the most charming natural scenery of lake and mountain and opportunities

or combining with systematic class instruction by professors of all the leading Universities, lectures delivered by the greatest scholars of the day, entertainments in great variety, concerts by a large and well-trained chorus, an orchestra, and distinguished soloists.

The Chautauqua schools all open **July 3d**. The School of Pedagogy will hold a session of four weeks; the other schools six weeks. Free State School, **July 13th to July 30th**.

SCHOOL OF PRACTICAL ARTS.

Parliamentary Law, Mr. Joseph T. Robert, 703 Steinway Hall, Chicago. *Art of Conversation*, Miss Pauline Leavens, 1129 14th St., N. W., Washington, D. C. *The Art of Letter-writing*, Miss Susan S. Hubbell, 103 Oakland Place, Buffalo, N. Y. *Photography*, Mr. N. S. Curtiss, Syracuse, N. Y. *Penmanship and Book-keeping*, Mr. C. R. Wells, Syracuse, N. Y. *Shorthand and Typewriting*, Mr. W. D. Bridge, Jamaica Plain, Mass. *Cookery*, Mrs. Emma P. Ewing, 22 Summer St., Rochester, N. Y.

SCHOOL OF MODERN LANGUAGES.

Courses in German Language and Literature by Prof. Henry Cohn, of Northwestern University, and assistant. Courses in French by Prof. H. Marion, of the United States Naval Academy, Annapolis, Md., assisted by Mrs. Marion.

SCHOOL OF ENGLISH.

Courses in Anglo-Saxon by Porter L. McClintock; in Literature by Prof. E. H. Lewis, of Lewis Institute, Chicago, and Prof. Martha Foote Crow, of the University of Chicago, and in Rhetoric by Mr. L. T. Damon.

SCHOOL OF CLASSICAL LANGUAGES.

Courses in Latin by Prof. Frank J. Miller, of the University of Chicago; in Greek by Prof. W. W. Bishop, Garrett Biblical Institute.

SCHOOL OF MATHEMATICS AND SCIENCE.

Courses in Mathematics by Prof. William Hoover, Ohio University; in Physics, Prof. L. H. Ingham, Kenyon College; in Chemistry, Prof. L. H. Batchelder; in Geology and Botany, Miss Anna A. Schryver, Ypsilanti, Mich.; in Zoology, Prof. H. L. Osborn, Hamline University.

SCHOOL OF THE SOCIAL SCIENCES.

Courses in History by Prof. H. B. Adams, Johns Hopkins University; in Sociology by Prof. C. R. Henderson and Dr. George E. Vincent, of the University of Chicago.

SCHOOLS OF SACRED LITERATURE.

Courses in Hebrew and Old Testament by Pres. William R. Harper and Prof. D. A. McClenahan, of Allegheny Theological Seminary; in Greek and New Testament by Prof. F. K. Sanders, of Yale University, and others.

SCHOOL OF PSYCHOLOGY AND PEDAGOGY.

(July 3-August 30.) Pres. W. L. Herve, of Teachers College, New York, assisted by a faculty of competent teachers will conduct courses in Educational Psychology, General Pedagogy, Kindergarten, Primary and Grammar School methods as applied to language, number, form, nature study, literature, modeling, physical training, etc. Observation classes of children. Special lectures by noted specialists.

Two cheap 30-day excursions will be run from New York to Chautauqua, at \$10 for round trip: one July 2d and one August 2d.

SCHOOL OF MUSIC.

Dr. H. R. Palmer, assisted by Mr. L. S. Leason, in charge. General courses in Voice Culture, Harmony, etc. Private instruction: *Piano*, Mr. William H. Sherwood, Chicago Conservatory, and Mr. Ferdinand Dewey, 154 Tremont St., Boston, and Mrs. E. P. Tobey, Memphis, Tenn.; *organ*, Mrs. I. V. Flagler, Auburn, N. Y.; *voice*, Mr. J. Harry Wheeler, Auditorium, Chicago; *banjo*, *mandolin* and *guitar*, Mr. Robert P. Loomis, New Haven, Conn.

SCHOOL OF FINE ARTS.

Lectures on Art, History and Criticism. Mr. A. T. Van Laer, Studio Building, 57th Street and 6th Avenue, New York; Technical instruction in the various forms of artistic expression, drawing, painting, modeling, etc., Mr. H. R. Poore, 45 Ridge St., Orange, N. J.; *Figure painting* on porcelain, *China decoration*, tapestry painting, etc., Mrs. L. Vance Phillips, 32 E. 58th Street, New York. *Wood-carving*, Miss Laura A. Fry, Purdue University, Lafayette, Ind.

SCHOOL OF EXPRESSION.

Mr. S. H. Clark, of The University of Chicago, and Mrs. Emily M. Bishop, principals. General courses for training teachers, elocution, and interpretation. Delsarte as applied to elocution. Private lessons in elocution by Mr. S. H. Clark, the University of Chicago; in Delsarte by Mrs. Emily M. Bishop, Chautauqua, N. Y.

The Chautauqua Assembly has recently issued a handsome prospectus in the form of the Advance number of THE CHAUTAUQUA ASSEMBLY HERALD. It contains full information in regard to the program of the Assembly for the coming summer, and may be obtained on application to the Secretary, W. A. Duncan, Chautauqua, N. Y.

SCHOOL OF PHYSICAL EDUCATION.

Dr. W. G. Anderson, Yale University Gymnasium, Principal. Normal courses for teachers, including anatomy, anthropometry, theory and practice; Swedish gymnastics, the Delsarte system, etc. Private lessons in boxing, fencing, tennis, golf, rowing, running, etc.

SCHOOL OF PSYCHOLOGY AND PEDAGOGY.

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FREE STATE SCHOOL.

The Department of Public Instruction of New York State will maintain a school for teachers at Chautauqua from about July 12 to July 30, 1897. This will be a repetition of the courses provided last Summer.

For New York State teachers only.—Entrance to these courses is free to teachers in New York State public schools or to those who have engagements to teach in such schools in the immediate future.

Freedom from the Citizen Tax.—Not only are New York State teachers exempt from tuition fees in the State courses, but they are also not required to pay the Chautauqua citizen tax during the session of the State school.

For full information as to this course address the Assembly Secretary, W. A. Duncan, Chautauqua, N. Y., or the State Superintendent of Public Instruction, Hon. Charles R. Skinner, Albany, N. Y.



THE MAIN RECITATION HALL.

GENERAL LECTURES.

Over sixty lecturers are engaged, many of whom will give courses of lectures on topics of especial interest, among these lecturers are: Bishop C. C. McCabe, Dr. J. C. McKenzie, Rev. Thomas Dixon, Dr. J. M. Buckley, Mrs. Maud Ballington Booth, Hon. John Temple Graves, Pres. W. H. Crawford, Pres. William R. Harper, Pres. J. F. Goucher, Rev. Graham Taylor, Commanders Frederick de L. and Emma Booth-Tucker, Bishop John H. Vincent, Rev. Charles R. Henderson, Dr. William V. Kelly, Mr. Jahu DeWitt Miller, Mrs. Emma P. Ewing, Prof. Martha Foote Crow, Mrs. P. L. McClintock, Prof. E. H. Lewis, Mrs. Emily M. Bishop, Prof. W. L. Bryan, Prof. F. T. Baker, Prof. F. J. Miller, and many others. Illustrated Lectures by Mr. Percy M. Reese, Rev. M. L. Chase, Mr. A. T. Van Laer, Mr. Jacob A. Riis, Dr. J. L. Hurlbut, and others.

READERS.

Among the Readers engaged are Mr. George W. Cable, Miss Katherine E. Oliver, Prof. A. H. Merrill, of Vanderbilt University, and Mr. S. H. Clark, of the University of Chicago.

MUSIC.

Beside the officers of the School of Music Madame Cecilia E. Bailey, prima donna, Mr. Homer Moore, basso, Mr. Harry J. Fellows, tenor, Mrs. Flora S. Ward, soprano, and other artists have been engaged as special soloists.

THE H. E. HOLT Normal Institute of Vocal Harmony.

FOURTEENTH ANNUAL SESSION BEGINS JULY 13TH AND CLOSSES,
WITH GRADUATING EXERCISES, JULY 30TH, 1897.

SOME OF THE MANY TESTIMONIALS TO MR. HOLT'S WORK:

(EXTRACT FROM A LETTER TO THE CHICAGO SCHOOL BOARD BY MR. FRANK DAMROSCH.)

"I have made a careful study of all the principal methods and can say candidly that I know of none to equal that of Mr. H. E. Holt, of Boston, in excellence. It is based upon correct pedagogical and musical principles and is so simple withal that it can be successfully applied to children of four years of age. I suggest that you call upon Mr. Holt to organize your musical department. I know of no other in the United States who is so eminently qualified for this work. He is wonderful as a teacher of pleasant address, genial personality, and above all he is master of this his great specialty. While not himself a musician in the sense of a performer or composer, yet he has good knowledge of the Art and true judgment. As for the Art of teaching music many musicians of the highest standing could gain valuable information from his instruction. I do not know of course whether he is at liberty to go to Chicago. If you can secure Mr. Holt's services as superintendent of music, you will not only have the best method but also the best instructor that can be obtained to-day in the United States."

(Signed) FRANK DAMROSCH.

DEAR MR. HOLT :

"If I had gained nothing more it fully paid me to go to Lexington to find the true way of always getting the correct interval called for. Mrs. Damrosch was present yesterday morning and could hardly realize the foundation that is being, or rather that has been laid. When five-year-olds can give the correct intervals and name what they have done and understand the musical terms, surely these are greater wonders than the phonograph or the telephone, and if I can be an humble instrument in helping to reach the homes of the masses with such a refining influence that after all is in each and every human soul and up till now has remained dormant for want of development, I shall consider I have done a glorious work, and shall ever thank God that you have been my inspiration, I am so enthusiastic that I can hardly write temperately."

(Signed) SARA J. J. McCAFFREY.



HENRY HOLT.

"Prof. Holt has reduced to practice the great principle of teaching things before signs, and the intrinsic value of his teaching may be found in the close application of this fundamental principle. What Grube has done for number, Delsarte for elocution, and Ritter for geography, Prof. Holt is doing for music in our schools."

(Signed) FRANCIS W. PARKER.

WHAT VOCAL HARMONY ACCOMPLISHES:

First.—Vocal Harmony establishes in the mind the tones of our tonal system in their absolute and harmonious relation to one another.

Second.—It secures perfect intonation and tuneful singing.

Third.—It names orally the thirteen intervals which constitute the elements of tune or pitch in music.

Fourth.—It makes these intervals or elements of vocal music as produced by the human voice definite and distinct objects of thought.

Fifth.—Vocal Harmony raises the essentials of vocal music "to the higher plane of communicability" and brings a knowledge of music through the regular class teacher within the reach of every pupil.

Sixth.—Vocal Harmony establishes the oral language of music which places the teaching of vocal music upon the same educational basis as all other studies.

Seventh.—It gives little children the first year in school the ability to sing any one of the thirteen intervals up or down, also to sing themselves into all of the different keys with these intervals, and enables them to actually read hundreds of musical exercises covering the thirteen different keys. This will be shown at the coming session of our school.

Eighth.—Vocal Harmony lays a solid foundation for a musical education, and is the best preparation for clear understanding of all branches of Musical Theory, as it enables the pupil to hear mentally every interval before it is written.

Address Mrs. H. E. HOLT, Lexington, Mass.

SUMMER SCHOOL OF MANUAL TRAINING TEACHERS COLLEGE JULY 7-AUG. 11



THE purpose of the Summer School of Manual Training is to give such instruction as is needed by those who are to teach or supervise either drawing or manual training in public schools. All work will be rated as in the regular classes of the same grade at Teachers College, and the Faculty of the College will allow it to count as regular work to such students as shall become candidates for the Teachers College diploma. A special effort has been made to select as teachers men of recognized ability in their several lines of work, and to provide the best possible facilities in the way of building and equipment.

As regards Location, Teachers College is fortunate, offering many of the advantages of both city and country. It is situated on a high point of land between Morningside and Riverside Parks, a few steps from Barnard College, just across the street from the new buildings of Columbia University, and only a few blocks north of the new St. Luke's Hospital and the site of the Cathedral of St. John the Divine. In this commanding position on the "American Acropolis" it overlooks Central Park on the southeast; the Harlem River and Long Island Sound on the northeast; and the Grant Monument, the Hudson River and the Palisades on the northwest.

Teachers College Hall will be open for the accommodation of students, and an effort will be made to make the term enjoyable as well as profitable to all students.

The Courses of Instruction and Teachers will be as Follows:

MANUAL TRAINING FOR ELEMENTARY SCHOOLS.

CHARLES A. BENNETT, Professor of Manual Training, Teachers College; WILLIAM E. ROBERTS, Supervisor of Manual Training, Cleveland, O.

FREEHAND DRAWING AND PAINTING.

JAMES HALL, Director of Drawing, Public Schools, Springfield, Mass.; GRACE L. BENEY, Instructor in Freehand Drawing, Teachers College.

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AUTHOR.	TITLE.	PP.	BINDING.	PRICE.	PUBLISHER.
Ahn, F. (Rev. Ed.)	New Practical and Easy Method of Learning German.	109	Cloth	.50	B. Herder.
" " " "	Practischen Lehrgang zur Erlernung der Englischen Sprache	136	B'ds	.35	"
Foster, Michael, M. D., & Shore, Lewis E.	Physiology for Beginners.	247	Cloth	.75	The Macmillan Co.
Gillan, Silas W.	Lessons in Mathematical Geography.	56	Paper	.20	E. Haferkorn, Milwaukee.
Hawthorne, Nath.	Twice Told Tales.	148	Cloth	.24	Maynard, Merrill & Co.
" " " "	"	128	"	.20	University Pub. Co.
" " " "	"	121	"	.20	" " " "
Irving, Wash.	A Wonder-Book.	121	"	.20	" " " "
Mooney, W. D.	The Sketch-Book.	272	"	.75	American Book Co.
Nash, Louis P.	A Brief Latin German.	100	"	.30	Thompson, Brown & Co.
Noyes, Arthur	Esop and Another Goose.	89	"	1.25	The Macmillan Co.
Nichols, E. L., & Franklin, W. S.	Qualitative Chemical Analysis.	201	"	1.50	" " " "
Redway, Jacques W.	The Elements of Physics: A College Text-Book.	144	"	.60	American Book Co.
Roberts, C. G. Douglas	Natural Elementary Geography.	493	"	2.00	Lamson, Wolfe & Co.
Schaeffer, N. G. (D. D.)	A History of Canada.	217	"	.35	American Book Co.
Smith, Mary Kate	Bible Readings for Schools.	328	B'ds	.60	Silver, Burdett & Co.
Stokes, Gertrude A.	Life in Asia, Book 6. The World and its People.	55	"	.50	St. Paul Book & Stationery Co.
Stone, W. Abbott	Seeing and Doing.	378	Cloth	1.10	Ginn & Co.
Vincent, Frank (Ed)	Experimental Physics.		"	.60	D. Appleton & Co.
	The Plant World.				

Educational Meetings.

May 3, 5.—The third annual Congress of the Central Art Teachers' Association, at the art institute, Chicago, President, Halsey C. Ives; T. Vernetta Morse, sec.

May 6-7.—Michigan City Superintendents' Association, at Lansing, Mich.

June.—Meeting of the University Convocation of the State of New York.

June 30, July 1, 2, 3.—New York State Teachers' Association at New York. Charles E. White, Syracuse, president; S. F. Herron, Elizabethtown, secretary.

June 9-July 1.—Texas State Teachers' Association at Waco.

July 6, 7, 8.—New York State Music Teachers' Association at Binghamton, Dr. Gerrit Smith, 573 Madison avenue, New York, president; Walter J. Hall, Carnegie hall, New York, secretary and treasurer.

July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

July 9, 12.—American Institute of Instruction at Montreal.

June 22, 24.—South Central Missouri Teachers' Association at West Plains. Wm. Lynch, West Plains, president.

New York State Association of School Boards at Canandaigua, Oct. 13, 15. President, John B. Jones, Utica; vice-presidents, Hon. John E. Pound, Lockport; Thos. H. Bennett,

Canandaigua; H. B. Boss, Binghamton; D. J. F. Williams, Dunkirk; J. J. Washburn, Batavia; recording secretary, Harlan P. French, Albany; cor. secretary, J. Phil. Bannigan, Utica; treasurer, John Holley Bradish, Batavia.

July 13-15.—Maryland State Teachers' Association, at Blue Mountain house. President, Hon. E. B. Prettyman, Baltimore; secretary A. F. Wilkerson, Baltimore.

June 30-July 5.—South Carolina State Teachers' Association, at Paris Mt., near Greenville. President, Dr. S. Lander, Williamstown; secretary, L. W. Dick, Aiken.

June 29, 30 and July 1.—Pennsylvania State Teachers' Association, at New Castle. President, Dr. D. J. Waller, Indiana; secretary, J. P. McCaskey, Lancaster.

June 30-July 2.—West Virginia State Teachers' Association, at Clarksburg. President, ex-officio, State Supt. J. R. Trotter, Charleston; secretary, A. J. Wilkinson, Grafton.

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But when it came to actually making out such a schedule of "the chiefest hundred," it was found there was almost as great a variety of opinion as there were books to name. "What is called gold by one critic is called rubbish by another." No two could agree.

When Mr. Ruskin got through putting his pen "lightly through the needless—and blotterquely through the rubbish and poison of Sir John's list," there was not a great deal left of it. Prof. James Bryce, whose fine work on "The American Commonwealth" makes his opinion of especial weight with us, wished to change almost every other line. The poet Swinburne made an entirely different catalogue, and the late William Morris contrived yet another that was wholly and wonderfully his own. Bookman and statesman, theologian, and man of science, poet and novelist, each had his special set of names without which such a list would not be worth a moment's while! So that if we were to add up all the books proposed in the course of this very interesting discussion, for this "indispensable library," we should have not a hundred but much nearer to a thousand "greatest books."

The plain fact of the matter is that it is impossible to draw up a list of no more than a hundred volumes, which will not contain works which many readers find dull, flat, stale, and unprofitable, while leaving out many others that might prove the inspiration and the delight of their lives. Moreover as much harm may result from making a fetish of the "classics" as from neglecting them altogether. How many, of this day, have in their heart of hearts thanked gruff old Doctor Johnson for bluntly calling "Paradise Lost" a tiresome book?

Altogether the sanest word in the whole discussion,—so it appears to us as we have recently been re-reading the little volume in which the various letters and lists were printed—were spoken by Prof. Max Müller, of Oxford, when he said that he found "few books that are supremely great from beginning to end," while on the other hand there are parts and passages or whole poems which he could read "again and again, wondering more and more, every time, how one man could have written them."

"If I were to tell you," wrote the great philologist, "what I really think of the 'hundred best books,' I am afraid you would call me the greatest literary heretic, or an utter ignoramus. Take the greatest poet of antiquity, and if I am to speak the truth, I must say there are long passages even in Homer which seem to me extremely tedious. Take the greatest, or at all events one of the greatest poets of our century, and again I must confess that not a few of Goethe's writings seem to me not worth a second reading. There are gems in the most famous, there are gems in the least known of poets, but there is not a single poet, so far as I know, who has not written too much, and who could claim a place for all his works in what might be called a Library of World Literature."

Nothing, it seems to us, could better describe the practical futility of Sir John's attempt; and nothing on the other hand could emphasize more strongly at once the need and the high value of what Max Müller calls a "Library of World Literature,"—such a library as would bring together, in a convenient number of volumes, and at a price within the purchasing power of the great reading public, just those single poems, those great parts of great books,—the immortal part of their most mortal bodies,—which, as this famous Oxford critic says, "make it seem a very miracle that they could have been composed by man."

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It goes almost without saying that such a work would be next to valueless if it were not done by the most trained and competent hands. Mr. Warner's new work, however, edited by the ablest, and its critical portions written by the most eminent of living men of letters, is a truly notable enterprise,—one of the most important literary undertakings of the century. This new library, we feel more and more, must rank in the field of litera-

ture as does the Encyclopedia Britannica among the arts and sciences.

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The plan of Mr. Warner's library seems to us simply ideal. We can conceive of no other possible means by which such a vast variety of the most interesting information and the most entertaining reading, together with such a clear and splendid sweep of the whole field of literature since writing began, could be compacted or in any wise gotten into thirty convenient volumes. And in the execution of this bold and entirely unique design, Mr. Warner has gathered together such an array of eminent men,—the foremost writers of Europe and America,—as was, we believe, never before engaged in a single literary undertaking.

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Interesting Notes.

A dainty little volume just issued contains a collection of short poems, by Henry Van Dyke, entitled "The Builders and Other Poems." They are classified as Songs out of Doors, Lyrics of Friendship and Faith, Four Birds and a Flower, and The Builders. It will be seen that nature themes largely prevail. The author has a delicate fancy, a keen power of observation and as a verse maker he is a good workman—the carelessly constructed stanzas are rare. Genuine pleasure and uplifting can be obtained from a perusal of this volume. (Charles Scribner's Sons, New York. \$1.50.)

"A Combined S. S. Singing Book" is the title of the new volume that comprises the matter of the popular books known as "Beautiful Songs" and "Living Fountain." The book is by S. W. Straub, and is intended for Sunday Schools, young people's meetings, revivals, etc. This combined book with its double amount of the richest music and its extremely low price (35 cents) will be quickly appreciated by the best schools. (S. W. Straub & Co., Auditorium, Chicago.)

The Cornell university experiment station is doing some excellent work in disseminating information on agricultural subjects. The bulletins they are sending out from this station are really elaborate essays by practical men. No. 126 is on "The Currant-Stem Girdler and the Raspberry Cane Maggot," by M. V. Slingerland; No. 127 "A Second Account of Sweet Peas," by A. P. Wyman and M. G. Kains, and "A Talk About Dahlias," by Wilhelm Miller.

"The Standard Dictionary" (Funk & Wagnalls, New York), is steadily increasing the strong hold it secured on the public at the start. For the large number of words presented and at the same time for the judicious exclusion of words it is remarkable. It has some most valuable special features, as, for instance, the careful compounding of all words. Those who examine the work should also note the colored plates. Among the finest of these are two giving the flags of all nations—one plate shows the flags of America, Hawaii, and Samoa, and the other those of Europe, Asia, and Africa.

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The American system has grown up without direct encouragement from the government, as the result of private enterprise. The French people are generally held to be the originators of the system, but this is an error. Several years before Coste began his experiments, the oystermen of the East river began the practice of shelling the beds at the spawning season in order to increase the supply. Three years before Coste began his experiments, the state of New York, in 1855, enacted a law to secure to private farmers the fruits of their labors, and a number of persons engaged in the new industry on an extensive scale. The industry has grown steadily from that time, and the East river is now the scene of the most painstaking and scientific oyster-culture in the United States.

Thus a modern industry has arisen by which the world is being furnished with an increasing supply of one of its favorite foods. But oyster-planting and oyster-farming are still in their infancy, and are

yet inadequate to the immense demand. Year after year these interests are being extended, and the time is not far away when by these methods oysters will be produced in such quantities and at such moderate prices as to readily meet the needs of the world.—April "Lippincott's."

Dr. George Trumbull Ladd, Clark professor of moral philosophy and metaphysics in Yale university, has become widely known through his brilliant works on psychology, and his latest volume, "The Philosophy of Knowledge," which the Scribner's have in press, will undoubtedly extend his circle of readers. Dr. Ladd is the pioneer American author in the discussion of this subject, and the breadth and incisiveness of his treatment of present conditions and problems are noteworthy.

Opportunities to gauge the relative popularity of contemporary books are rare, and the device of the New York State Library

furnishes a clew which is therefore invaluable. This institution recently secured an official vote of two hundred librarians throughout the country upon the fifty books most read. The result gives a surprisingly high place to Skinner's "Myths and Legends of Our Own Land," which is number six; "The True George Washington" follows at no great distance. This shows that works other than fiction can be widely popular, and that while English and Scotch stories accupy American readers to the exclusion of native authors, the more solid literary material of our own writers is sure of appreciation.

Twelfth on the list of authors who lately sent a telegram to the Greeks, sympathizing with them in their attempt to rescue their Cretan brethren from oppression is the name of Mr. Mackie, author of "The Devil's Playground" and "Sinners Twain." The list was signed by such writers as Hall Caine, Zangwill, Robert Barr, Anthony Hope, Frankfort Moore, Jerome K. Jerome, Justin McCarthy, and others whose names are household words.

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DR. PALMER says:—"His theory is rational, based upon the self-restoring power of Nature herself. Medicine cures only by rousing a peccant organ to the performance of its duty, when disease is thrown off and the patient recovers. The eye, he thinks, should form no exception. His aim therefore, is to stimulate the eye, promote its secretions and increase the circulation, thus **Revitalizing** the eye and enabling it to fulfill its functions, it **throws off all the troubles and repairs its own waste**. His method is simple, safe, and in no way unpleasant."

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has thoroughly completed the Regular Course of Study prescribed for this Institution, and having uniformly sustained an honorable record for conduct and scholarship is hereby declared a Graduate of this School, and is entitled to this Diploma.

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Building Notes.

ARKANSAS.

Pike City will build school-house. Write Mr. Davis, cont.

CALIFORNIA.

San Diego will build normal school; cost, \$50,000.

Santa Monica will vote on bonding the town for \$10,000, with which to build a high school building.

CANADA.

Arnprior will build school-house. Write Arch. Andrew Bell, Almonte.
Brantford will build school-house. Write A. K. Bunnell, secretary school board.

CONNECTICUT.

Montville will build school-house; cost, \$15,000. Write board of education.

New Haven will build school-house on Lombard street; cost, \$35,000. Address L. W. Robinson, arch.

GEORGIA.

Athens will erect a three-story building for the University of Georgia. Address Bruce & Morgan, archs., Atlanta.

ILLINOIS.

Brighton will build school-house; cost, \$1,200. Write Arch. H. Mueller, Chicago.

Cairo will build high school. Write M. E. Bell, arch., 84 Adams street, Chicago.

Chicago will erect manual training school on N. Monroe street; cost, \$40,000. Address Normand S. Patton, arch. Schiller Building—will make alterations and build additions to various school buildings. Write Normand S. Patton, arch.—Will build twelve-room addition to Medill school-house. Address John A. Guilford, board of education.

Dwight will build school-house. Write Archs. Reeves & Baillie, Peoria.
Elpaso will build school-house. Write Archs. Reeves & Baillie, Peoria.

Hoopeston will build school-house; cost, \$8,000. Address Archs. Benes & Kutsche, Manhattan building, Chicago.

Mt. Sterling will reconstruct school-house. Write Reeves & Baillie, archs.
St. Elmo will build school-house. Write board of education.

INDIANA.

Huntington will build school-house; cost, \$15,000. Write A. D. Mohler, clerk.

IOWA.

Algona will build school-house in sub-district No. 3, township of Hebron. Address F. O'Hara.

Forest City will build high school. Write Eugene Secor, president school board.

Delmar—An election will be held to vote on the question of building a new school-house.

Dewitt will build school-house in sub-district No. 10. Write R. M. Smith, sec.

Guttenberg will build school-house in district township of Honey Creek, ad-J. Bebbow, sec. board of directors.

Indianola will build school-house in Round Grove sub-district. Write W. A. Eberman, sec. board of directors.

Kosza will build school-house in the district township of Honey Creek, address C. H. Dodd, sec.

Lemars will build two school-houses in Perry township. Address P. Flynn.

Manchester will build a school-house in sub-district No. 4, Honey Creek township. Write M. E. Blair, sec.

New Hampton.—Bids will be received for the construction of St. Mary's school.

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Newton will build school-house. Write E. C. Ogg, president school board.

Ottumwa.—The board is considering sites for the building of a \$50,000 school-house.

Tuskegee will build school-house in sub-district No. 1. Write W. L. Edmondson, sec. board of directors, Bloomington.

Waterloo will build school-house. Write Ira Rodamar, sec. of school board.—Will receive bids for heating and ventilating school-house in the 2nd ward. Write Ira Rodamar.—Will build high school in East Waterloo. Write Lewis Lichty, sec.

KANSAS.

Bonita will build school-house in district No. 78. Write P. K. Hendrix.

KENTUCKY.

Louisville.—The city school board has appropriated \$45,000 for the erection of two new school buildings.—Will build parochial school for St. Anthony's R. C. church; cost, \$20,000. Write Arch. W. H. Redin, Court place.

MAINE.

Waterville.—A laboratory, a woman's dormitory, and a biological building are to be added to Colby university.—Will erect three-story brick building for normal school; cost, \$25,000. Write Arch. F. H. Fassett, Portland.

Portland will build school-house; cost, \$25,000. Write Arch. Fredk. A. Thompson, Exchange street.

MARYLAND.

Baltimore will build three school-houses; cost, \$50,000 each. Write board of education.

MASSACHUSETTS.

Belmont will erect a new high school; cost, \$40,000. Write school board.

Boston will build school-house in ward 25; cost, \$15,000. Write L. H. Bacon, arch.

Cambridge will build private school on Garden street; cost, \$20,000. Write Russell L. Snow, cont.

Danver Centre will build school-house; cost, \$10,000. Write school board.

Dedham will build school-house; cost, \$50,000.

Fall River.—Two new school-houses, to cost not over \$30,000 each, are to be built here.

Gardner proposes erecting a high school building, to cost \$35,000. Write legislature.

Gill.—D. L. Moody will build the Mt. Heerman school, applying his gift of \$30,000 to this.

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Lynn will build school-house; cost, \$17,000. Write Henry W. Rogers, arch. Marlboro will build school-house; cost, \$15,000.

New Bedford will build school-house; cost, \$35,000. Write C. Hammond & Son, archs.

Newtonville.—Bids will be received for plumbing in high school building on Walnut street. Address George H. Elder, superintendent public buildings.

North Adams will build two school-houses. Write Porter & Hannum, conss.

So. Hamilton will build school-house cost, \$10,000. Write board of education.

Somerville will build school-house in the Spring Hill district; cost, \$53,500.

Weymouth will build new high school building on Middle street. Address board of education.

Williamstown will build high school on Southworth avenue; cost, \$30,000. Write L. C. Torrey.

Worcester will erect science building for Worcester academy; cost, \$18,000. Write Barker & Nourse, archs.—Will build school-house on Adams street;

MICHIGAN.

Kalamazoo will erect a new high school building. Write Arch. A. E. Munger.

Saginaw, E. S.—Will erect R. C. seminary; cost, \$20,000. Write George Wallick Sturgis.

Otsego will erect new high school building. Messrs. Rickman, Atkins & Biggerstaff, of Kalamazoo, were awarded the contract at \$10,139. Write B. A. Nevins, sec.

Watervliet.—A large addition is to be made to the school-house here.

MINNESOTA.

Alexandria will build school-house in accordance with plans and specifications prepared by Archs. Orff & Joalemon, Minneapolis. Address Geo. G. S. Campbell, sec.

Belleplaine will build school-house. Write D. M. Cavanaugh, sec.

Fergus Falls will build school-house; cost, \$5,000 to \$6,000. Write C. W. McKay, president of school board.

Jordan will build school-house. Write Henry Nicolin, clerk school board.

Lake Park will build school-house. Write Arch. J. Friedlander, Fargo, N. D.

Milota will build school-house. Write J. Kuhne, clerk.

Sherburne will build school-house; cost, \$7,000. Write board of education.

MISSOURI.

Montgomery City will build school-house; cost, \$10,000. Write board of education.

NEW HAMPSHIRE.

Exeter will build two school-houses. Write school board.

NEW JERSEY.

Hackensack will build high school; cost, \$12,000.

Jersey City.—The legislature has passed the bill empowering Jersey City to expend \$300,000 for new school buildings.

Vineland will erect a new administration building for the New Jersey training school of Vineland; cost, \$30,000.

East Orange will build addition to Franklin school; cost, \$35,000. Write board of education.

NEW YORK.

Brooklyn.—A public school site has been purchased at 4th avenue and 13th street.—A fund is being raised for a technical school to be built for the Hebrew orphan asylum, at Ralph avenue

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President Board of Directors, Free Public Library, Worcester, Mass.,
writes:

"The set of your carbon photographs of the Cathedrals of Europe, which we recently purchased of you, has been received. The photographs are of great excellence, and admirably give not only the general features of the buildings, but the minutest architectural details. They are creating much interest, and are invaluable in the work of popular education, which our Library is trying to accomplish."

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and Pacific street.—Arch. J. W. Naughton, 131 Livingston street, is drawing plans for a school-house, to be erected on corner of No. 2nd and Ewen streets; cost, \$75,000.—Proposals will be received for window shades and electric bell system for public school No. 72, on New Lots road and Schenck avenue, and school No. 113 on Evergreen avenue. Address John McNamee, chairman committee on school-houses.

Buffalo will build a new school-house; cost, \$45,000. Write George J. Metzger, arch., 19 West Huron street.—Plans are completed for public school No. 60, to be erected corner of Saratoga and Ontario streets. Carl Schmill, arch. D. E. Morgan building.—Will erect parochial school for St. Columba's R. C. church; cost, \$40,000. Address Rev. M. Connelly, pastor, Eagle and Hickory streets.

Canisteo will build school-house. Address Pierce & Bickford, archs., Elmira, N. Y.

Clinton will build hall of languages for Hamilton college; cost, \$25,000.

Cohoes will build school-house for St. Joseph's church; cost, \$12,000. Address Arch. F. L. Jones, Albany, N. Y. Maspeth, L. I. will build school-house; cost, \$39,400. Write James M. Chatterton, cont.

Medina will erect two school-houses; cost, \$20,000. Address Frank H. Whipple, board of education.

Middletown will build school-house; cost, \$45,000. Write board of education.

Mt. Morris will build annex to school-house. Write A. C. Olf, clerk.

Newtown (L. I.) will build new school-house; cost, \$53,000. Write school committee.

New Rochelle will build two school-houses; cost, \$100,000. Write board of education.

New York will build school-house at East Broadway. Write Edward H. Peaslee, chairman committee on buildings of the board of education.—The board of education will ask the legislature for an appropriation of \$10,000,000 for new school buildings.—Will build addition to primary school No. 31.—will also build addition to grammar school No. 13. Write E. H. Peaslee, chairman committee on buildings.—Will build school-house in Rivington street. Write E. H. Peaslee.—The board of estimate appropriated \$236,810 for a new school at St. Nicholas avenue and 106 street.—Will build school-house on Fulton avenue; cost, \$258,400. Write J. D. Murphy & Co., contrs.—Will build school-house on Avenue A, between 77th and 78th streets; cost, \$190,000. Write C. B. J. Snyder, arch.—Will build library building on Sedgwick avenue for New York university; cost, \$350,000. Write Archs. McKim, Mead & White.—Will build school-house on Madison street; cost, \$90,000. Write C. B. J. Snyder, arch.

Ogdensburg.—\$35,000 has been voted for new school-houses.

Perryville will erect the new union school. Address M. D. Pierce, arch., Verona, N. Y.

Roslyn (L. I.) will build school-house. Write board of directors.

Silvercreek will vote on the building of a new school-house.

Syracuse.—The plans of Archs. Green & Wicks, of Buffalo, have been accepted for the new university buildings; cost, \$450,000.

Tonawanda will build school-house; cost, \$50,000. Write Archs. Phillips & Graves, D. S. Morgan building, Buffalo.

Troy will spend \$20,000 for the erection of a new school-house. Write board of education.

Van Nest, Westchester, will build brick dormitory for Sacred Heart academy; cost, \$22,000.

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Are you a smart spell-er? We give \$500 away in prizes to those able to make the largest list of words from the word SUBSCRIBERS. You can make at least twenty, we believe, and if you can, you will get a present anyway, and if your list is the largest you will get \$100.00 in cash. Here are the rules to follow: Use only words in the English language. Do not use any letters in a word more times than it appears in SUBSCRIBERS. Words spelled alike can be used only once. Use any dictionary, and we allow to be counted proper nouns, pronouns, prefixes, suffixes, any legitimate word. This is the way: Subscribers, subscribe, air, air-rose, rub, burr, cur, cur, crib, etc. Use these words. The publisher of THE AMERICAN WOMAN will give away, on June 15, the sum of \$500, divided into sixty prizes, for the largest lists of words as above: \$100 to the person making the largest list, \$50 for the second largest, \$25 each for the three next largest lists; \$20 each for the three next largest; \$15 to each of the next three; \$10 to each of the next nine; and \$5 to each of the next forty largest lists. We want you to know our paper and it is for this reason we offer these premiums. We make no extra charge for the privilege of entering this word-building contest, but it is necessary to send us 25 cents, silver or stamps, for which we will send you our handsome illustrated 25-page magazine for six months, and the very day we receive your remittance we will mail you free the following ten popular novels, by well-known authors: "Princess Bah," by Frances Hodgson Burnett; "Hugh Bickerton's Wife," by Ella Wheeler Wilcox; "Amy's Lover," by Florence Marryat; "Why They Parted," by May Agnes Fleming; "Gay Newton's Revenge," by Mary Cecil Hay; "Our Mutual Enemy," by Jane G. Austin; "Clarissa's Choice," by "The Duchess"; "Laura Bolton's Secret," by Helen Forrest Graves; "Gold and Glitter," by James Franklin Fitts; "Uncle Lot," by Harriet Beecher Stowe. This offer is the greater, you have ever had made to you. Send your list at once. If you win one of the prizes your name will be published in our July issue. Address THE AMERICAN WOMAN, 119 and 121 Nassau street, Dept. 641 New York City, N. Y.

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NORTH DAKOTA.

Conway will build school-house. Write J. W. Ross, arch., Grand Forks.

Evanston.—Sealed proposals will be received for the erection of a school-house. Write Geo. W. H. Davis, clerk.

Glenullin will build school-house. Write J. T. Nelson, dist. clerk.

Mapes will build school-house in Rochester township. Write W. E. Tidball, clerk school board.

McCanna will build school-house according to plans prepared by Arch. J. W. Ross. Write Fred Lucke, clerk.

Park River will build school-house. Address S. L. Mathre, clerk school district No. 63.

OHIO.

Bath will build school-house in district No. 1. Write G. S. Davies, clerk.

Canton will build school-house. Write A. J. Campbell, clerk board of education.

Cincinnati will build school-house at Bremen and Findlay streets; cost, \$75,000. Write board of education.—Will remodel the old medical college on South street; cost, \$65,000. Write Joseph Butler.

Cleveland.—Work is to begin about April 1 on the new college building for the Ohio Wesleyan university.—Will build school-house on Fullerton street. Write H. Q. Sargent, school director.—Proposals will be received for the completion school buildings, and the annex to the Buhner school building. Address plete furnishing of the Quincy and Full-H. Q. Sargent, school director.—Will build school-house in Rockport hamlet; cost, \$16,000. Write Kramar & Wurms, archs., Lorain.—Plans for the new Aldrich hall for the Western Reserve university have been prepared by W. W. Sabin.

Bellaire will issue \$15,000 of bonds for new school buildings. Address school board.

Columbus will receive bids for the heating and ventilation of two school buildings to be erected in this city. Write Charles E. Morris, chairman.

Defiance will postpone the building of a new school-house in the second ward.

New Madison contemplates erecting a school-house.

New Philadelphia will build addition to school-house. Write T. O. Pritchard, clerk.

Niles will build school-house. Write L. L. Beck, cont., Youngstown.

Oldport will build school-house in sub-district No. 8. Pleasant township. Write C. A. Jones, clerk.

Okeana will build school-house in Morgan township. Write C. E. Maxwell, clerk.

Overton will build school-house in sub-district No. 6. Write Byron M. Baker, clerk of Chester township.

Shelby will build school-house. Write Archs. Sutter & Putnam, Dayton.

Tiffin will build Ursuline academy; cost, \$80,000. Write R. W. Ginther, arch., Akron.

Urbana will build high school. Address Yost & Packard, archs., Columbus.

PENNSYLVANIA.

Alleghany will build parochial school-house for St. Peter's R. E. church; cost, \$60,000. Write Arch. A. B. Kennedy, Pittsburg.

Blairsville will build school-house. Write G. W. Davis, arch., Market street.—Will build addition to second ward public school building. Write G. W. Davis, arch., Market street.

Bloomfield will erect a parochial school for St. Joseph's R. C. church;

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Eric.—Arch. Jos. Frank has prepared
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Hanover will build addition to school-
house. Write W. H. Eltzel, secretary of
school board.

Harrisburg will erect school-house.
Address D. D. Hammelbaugh, secretary
board of control.

Johnstown will erect a new high
school building; cost, \$75,000. Write
Geo. Wild, arch.

Oreland will build school-house; cost,
\$10,000. Write Arch. T. F. Miller, 1,221
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Oxford will erect a handsome memo-
rial library for Lincoln university near
here; cost, \$20,000. Write Addison Hut-
ton, arch., 400 Chestnut street, Phil.

Parnassus will build addition to
school-house. Write Samuel Skillen,
sec.

RHODE ISLAND.

East Greenwich will build dormitory
for East Greenwich academy; cost, \$40,-
000. Write Arch. A. B. Jennings, 145
Broadway, New York city.

SOUTH DAKOTA.

Millbank will enlarge school building;
cost, \$3,000. Write board of education.

TEXAS.

Beaumont will build school-house.
Address J. B. Breckin & Co., archs.

TENNESSEE.

Jackson.—School buildings to cost
\$25,000 will be erected by the city au-
thorities.—Will receive bids for erecting
complete the College street school build-
ings and completing the second story of
the West Jackson school. Address M.
B. Hurt, chairman.

Knoxville, will build school-house.
Write Baumann Bros., archs.

UTAH.

Paradise.—Bids will be received for
labor and materials required for the erec-
tion of a school building in this city.
Write J. Larson, trustee.

WEST VIRGINIA.

Charleston will erect business college;
cost, \$5,000. Write Arch. Harrison Al-
bright.

Huntington.—Sealed proposals will be
received by the board of education for
furnishing materials and all labor neces-
sary for the erection of a school-house.
J. B. Stewart, arch., Foster bldg.

Mogantown.—A \$50,000 school-house
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suburbs.

Wheeling will build school-house;
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Imperial, green - - - -	25, 35, 40, 50
Gunpowder, green - - - -	25, 35, 50
Sun-Sun Chop Tea, black with green tea flavor	70
Long-Arm-Chop Tea, black with green tea flavor	70
Thea-Nectar, black with green tea flavor	60
Basket-Fired, Japan, black - -	25, 35, 40, 50
Sun-Dried Japan - - - -	50
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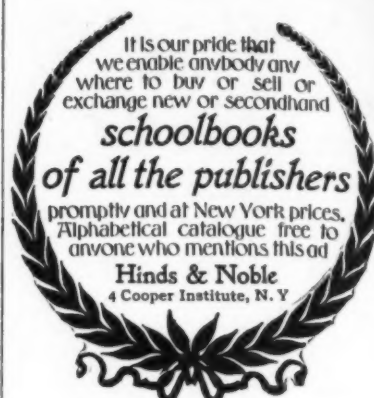
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